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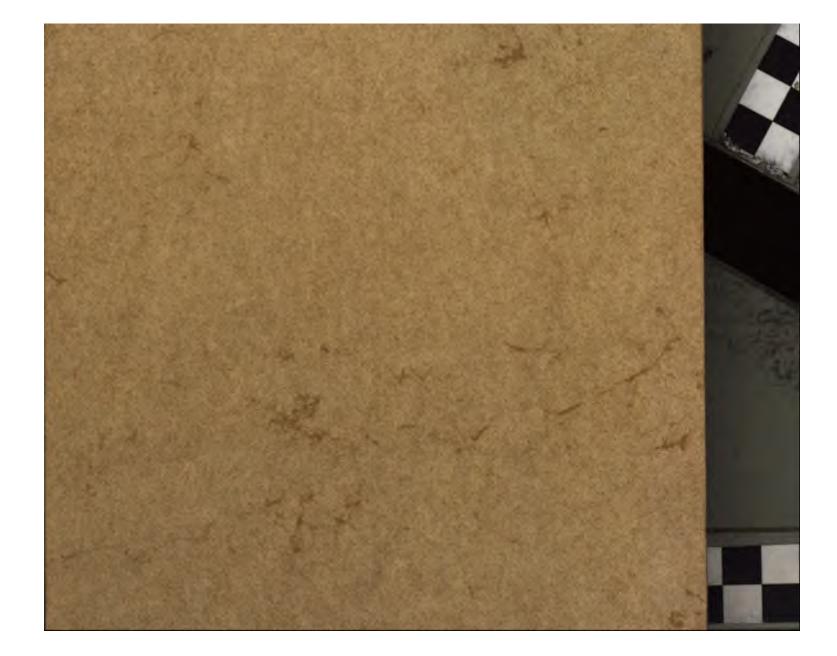
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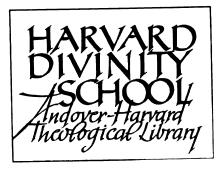
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THE SHAWM.

LIBRARY OF CHURCH MUSIC:

EMBRACING ABOUT ONE THOUSAND PIECES, CONSISTING OF PSALM AND HYMN TUNES ADAPTED TO EVERY METER IN USE, ANTHEMS, CHANTS, AND SET PIECES;

TO WHICH IS ADDED AN ORIGINAL CANTATA, ENTITLED

DANIEL: OR, THE CAPTIVITY AND RESTORATION.

INCLUDING, ALSO,

THE SINGING CLASS;

AN ENTIRELY NEW AND PRACTICAL ARRANGEMENT OF THE ELEMENTS OF MUSIC, INTERSPERSED WITH SOCIAL PART-SONGS FOR PRACTICE.

BY WILLIAM B. BRADBURY AND GEORGE F. ROOT,

THOMAS HASTINGS AND T. B. MASON.

NEW YORK:

PUBLISHED BY MASON BROTHER 51.

Jan 20, 193

The following is an adaptation of all the Peculiar Metres of the Methodist Hymn Books, as used at the North, these Hymns being differently marked from those of other religious denominations.

1st P. M. is L. M.; six lines, see Anvern, 77; Shelter, 76.

2d P. M. is L. P. M.; see Nashville, Newcourt, 192.

3d P. M. is H. M.; see Harwich, 187; Stow, 188, &c.

4th P. M. is C. P. M.; see Meribah, Ariel, 198, &c.

5th P. M. is 7's single; see Nuremberg, 244; Pleyel's Hymr 912.

6th P. M. is 7's six lines; see Hackney, 215; Oder, 218.

7th P. M. is 7's double; see Martyn, 219; Wesley, 215; Merrill, 218.

8th P. M. is 8's, 7's, and 4's; see Oliphant, 206; Zion, 208.

9th P. M. is 8's and 7's, double or single; see Greenville, 201; Park, 206; Wilmot, 200; Cass, 203; &c.

10th P. M. is 8's, double or single; see Foster, 232; Jora, 225; Gregory, Madison, 231.

. 11th P. M. is 7's and 6's, Peculiar; see Amsterdam, 222; Endor, 221; &c.

12th P. M. is 7's, 6's, and 8's; see Kison, 223; or Amsterdam, 222, by adding an eighth note.

18th P. M. is 10's and 11's; see Lyons, 264; Portuguese Hymn or Captivity, 292, by occasional ties.

14th P. M. is 10's and 11's; or 5's, 6's, and 12's; Doro, 266, by singing through twice; or Captivity, 292, by joining two notes.

15th P. M. is 11's and 9 (or 6 6 9); see Joy, 246; Rowley, 278.

16th P. M. is 11's, or 11's and 12's; Voice of Free Grace, Richford, page 265.

17th P. M. is 10's; see Sayannah, 256; Herb, 238.

18th P. M. is 10's, 5's, and 11's; see "Come let us anew," 16; "All Praise," 235.

19th P. M. is 6's and 4's, regular; see Italian Hymn, 228; New Haven, 230, &c.

20th P. M. is 6's and 7's; see Dodd, 238.

21st P. M. is 6's and 4's, peculiar: see "My Shepherd," 16,

22d P. M. is 8's and 4's; see Berne, 281.

23d P. M. is L. M. with two lines 7's, see Shelter, 76; or any L. M. 6 lines, by omitting the first note in fifth and sixth lines.

24th P. M. is H. M. by repeating the last two lines of the tune; see Bethesda, &c.

25th P. M. is 7's and 8's, Peculiar; see " Head of the Church."

26th P. M. 7's and 6's; see Missionary Hymn, Passaic, &c.

27th P. M. is 11's; see Goshen, Frederick, Captivity.

28th P. M. is 11's, Peculiar; Razon, 285; or Captivity, 292, by omitting the first note.

29th P. M. is 12's; see Etna, 235.

80th P. M. is 11's and 8's; see Retin, 233; "They have Gone"

81st P. M. is 9's and 6's, can be sung to 7's and 6's (see Missionary Hymn, 224) by dividing two quarter notes for the two extra syllables in the first and every alternate line.

32d P. M. is 9's and 8's; see Felton, 290.

33d P. M. is 6's single and double; see "Sing Praise," or "Flung to the Headless,"

ENTERED, according to Act of Congress, in the year 1853, by

WM. B. BRADBURY,

In the Clerk's Office of the District Court of the United States, for the Southern District of New York

PREFACE.

To Teachers of Music, Choristers, Singers, and all interested in American | Concert purposes. Many of the choruses are also suntable for occasions of worship Church Music.

We respectfully solicit for "THE SHAWM" a careful examination, with reference par-

ticularly to the following features, viz.:

COMPLETENESS OF THE WORK. It comprises the greatest variety of regular Metrical tunes-Long, Common, and Short, 7s, and 8s & 7s-of any similar work within our knowledge. It contains also, tunes adapted to more than one HUNDRED DIFFERENT PECU-LIAR METERS. We believe there is no hymn in use in any religious denomination, but may be here adapted to an appropriate tune. In this undertaking, we think we have performed an acceptable service to the chorister.

CHORLETER'S INDEX. To make this part of our work still more complete, we have arranged a comprehensive and very copious Chorister's Index, in which reference is made

to tunes adapted to the peculiar hymns above alluded to.

HYMN BOOKS USED BY DIFFERENT DENOMINATIONS. In this adaptation of hymns to tunes, we have carefully examined all the hymn books used by the various religious de-

nominations of our country.

PECULIAR METERS OF THE METHODIST HYMNS. As the collection of hymns used by the Methodist churches North, are differently marked from those of other denominations, we have made a special Index, (see page 2,) for that work, in which all the meters, from the FIRST to the THIRTY-THIRD, are adapted, and one or two tunes for each suggested.

OLD TUNES. These have been selected with reference to their known popularity and usefulness, whether in the lecture room or the social prayer meeting, revival occasions,

the family circle, or the great congregation.

THE NEW TUNES have been composed, compiled, selected, or arranged with particular reference to their availability and adaptedness to the wants of the Choir and the Singing

GREAT VARIETY OF BOTH OLD AND NEW. By our new and beautiful music type, and by slightly enlarging the size of the page, we have been able to insert two new tunes, and one old tune, upon almost every page of the Metrical tunes, preserving, at the same time, clearness and distinctness in the music.

ANTHRMS AND CHANTS, AND SHORT SET PIECES FOR ALL OCCASIONS, such as the opening and closing of Public Worship, Missionary Meetings, Installation, Thanksgiving, National Festivals, Dedication, Temperance Meetings, Sabbath-School Anniversaries, &c., &c., will be found.

THE NEW CANTATA of "Daniel," we believe will prove acceptable and popular for

(See Ludex to Anthems.)

THE SINGING CLASS, as our elementary department is called, has engaged our special attention, while we have had in view continually the brief space of time usually allotted to the study of the Elementary in Adult Singing Schools. We confidently believe, that the novel method of so arranging the elementary studies, as to intertwine the practical with the theoretical from the very first lesson, combining simplicity and progressiveness with pleasure in study, will meet the approbation of all. The introduction of easy Glees and Part-Songs in the different keys, is a feature which will help to keep in active exercise the interest of a class.

Assistance from abroad we have enjoyed by foreign correspondence, and by our access to the best German and English composers. But we value none the less our

HOME DEPARTMENT. In this we have had the valuable aid of many of our best American writers and teachers. We believe, that a book of Church Music to be extensively useful in this country, should be mainly AMERICAN in its leading characteristics, though it may and should contain much that is foreign. By a special arrangement with Mr. Lowatt Mason, we are enabled to present a large number of his most popular and choice tunes. This, we believe, will very greatly enhance the usefulness of THE SHAWE, as a standard collection for Choirs. Mr. M. has also kindly sent us many valuable new tunes.

Our esteemed friend and assistant, Mr. Thomas Hastings, has, as will be seen by his many and beautiful compositions, rendered us valuable aid in our editorial labor. To Mr. TIMOTHY B. MASON, the Western pioneer in Church Music, we are indebted for

many beautiful WESTERN TUNES, bearing his name as author or arranger.

We are indebted also to many other American and to several German composers for valuable contributions, some of which appear, while others were received too late for insertion in this work. The new tunes with no author's name attached, may be ascribed to one of the editors.

DIVESION OF LABOR. In the division of our editorial labor, it has fallen to the lot of Mr. Bradbury to take the principal charge of the Tenes, and the arrangement of the Elements, while Mr. Roor has devoted himself more particularly to the preparation of the Cantata. By endeavoring to keep continually in mind the wants of our Choirs, Singing Schools, and Churches, throughout the land, we think we have now furnished what our title page boldly sets forth, a "LIBRARY OF CHURCH MUSIC," accessible and available to all who sing the songs of Zion.

NEW YORK, July 6th, 1858.

WILLIAM B. BRADBURY. GEO. F. ROOF.

THE FOLLOWING ARE EASY TUNES FOR INTRODUCTION INTO SINGING CLASSES:

Xev of C. Boro	162 Manning	49 Key of D.	Key of A.	Tabernasle 12	Esv of F.	Adario 135 76 Notting Hill 139	Olive's Brow 94
Alma 35 Abiding Rest	204 Masardis	51 Paer	57 Peru	64 Lulu 17	3 Shelter	76 Notting Hill 139	Cestalia 140
Beavenly Peace 38	Sherwood	108 Jad	57 Wake	64	Poole	79 Helena 140	}
Garland 40 Key of G.	Harvey's Chant	108 Ambrose	61 Lero7	65 Key of R.	Tyrone 1	97 Andora 179	Key of Ab. Succoth 75
Devotion 43 Anson	44 Bloomfield	109 Shapley	62 Anson	66 Western Chant 7	1 Wood 1	97 Andora 179 75	Succoth 75
Gosner 98 Moray	44 Lacl	100 Mason's Chant]	114 Unity	67 Wessen 7	2	Key of Eb.	Adra 91
Lindenville 100 Castine	46 Bruly	185 Morris 1	118 Nunda	68 Canandaigua 7	2 Key of Bb.	Myers 89	Bloomfield Chant. 95
Keokuk 105 Doyle	47 Messor	132 El Kader)	167 Trust	120 Corev 12	4 Arad	56 Oákdale 89	Anson 159
Young 139 Principa	48	l .	1	Cosmer 19	5 Newmarch	80]	l

THE SINGING CLASS.

LESSON I.

PRACTICAL EXERCISES, OR FIRST STEPS IN SINGING BY NOTE.

To THE TEACHER.—This chapter may be read and sung at the first lesson by almost any class of beginners with comparative ease, leaving ample time for the practice of a few "Old tunes." If "Bradbury's Pocket Cards" are used, let No. 1 be given out during (or previous to) this lesson. Most of the time usually devoted in the first six lessons to learning the names and uses of the different musical signs will be saved to the class by the use of the Cards.

THE SCALE

- § 1. The scale represents, by characters called notes, a series of eight musical sounds. To learn to sing these sounds correctly is the first step in the art of reading music. The different degrees of the scale are numbered from 1 to 8, as seen above.
- § 2. The first sound we call one, the next two, the next three, &c.

Pupils will repeat the numerals of the scale ascending and descending, then practice with the numerals.

§ 3. Beside the numerals, which are not always convenient for singing, we employ in learning to sing, the following syllables:

Written, Do, Re, Mi, Fa, Sol, La, Si, Do. Pronounced, Do, Ray, Mee, Fah, Sole, Lah, See, Do.

§ 4. The notes representing the scale, and other musical exercises and tunes, are printed or written upon and between five parallel lines, called a STAFF.

· Lub fm.

THE SCALE UPON THE STAFF.

2. Sing to the syllables.



POSITION OR PLACE OF THE SCALE

§ 5 The scale, as presented above, begins upon the lowest (first) line of the staff. It may begin upon any one, or between the lines; hence, as will be seen, the scale may be changed to any position—higher or lower—upon the staff. Bules regulating all such changes will be presented in their proper place. Let each member of the class now make himself familiar with the syllables and sounds of the scale. (See scales below.)

THE SCALE IN ANOTHER POSITION UPON THE STAFF. (HIGHER)

3. Sing with the syllables, also with " La."



THE SCALE IN ANOTHER POSITION UPON THE STAFF. (LOWER.)

4. Sing to the words.

		_	-	• •						9	9	0			
Bo,	re, peace	mi,	fa, earth,	sol,	la, joy	sı, may	do, reign,	do, To b	st,	la,	sol, pray	ja,	mi, men	m,	do. Med.

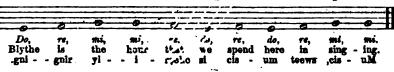
Mora.—In the above we have added a short line, in order to write the scale still lower

To THE TRACHER.—In the following Exercises the teacher-will give the pitch generally, as indicated by the numeral 1, (supposing the clef and signature to be there,) simply saying to the class, "Now Do (1) is on the lowest (or first) line." "Now between the first and second lines," &c. By thus frequently changing the position of the scale, the beginner learns from the first to regard the intervals in their relative position, irrespective of any given place upon the staff. This we deem of much importance, in teaching the art of reading music vecally. (In learning to play upon an instrument the case is different.) After getting some practical idea of what reading music is—by the preparatory exercises that follow—the pupil will easily understand and appreciate the importance of fixed sounds as tedicated by the letters and clefs. "One Thing AT A TIME," must be the successful teacher's motto.

5. Ascending at.d descending One Degree of the scale.



6. Ascending and descending Two Drgress of the scale. Sing backwards.



7. Three Degrees.



8. Four Degrees.

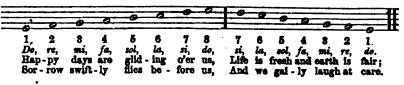


The dots show that the music is to be sung twice,... They are called a Emmer.

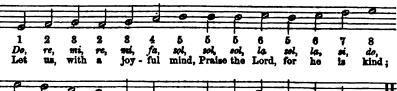
9. Five Degrees.

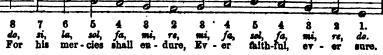


10. Six and seven Degrees.



11. Tune. Do (1) on the First line.

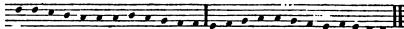




12. Tune. Do (One) below the first line.—Sing fast.



Do, do, do, do, re, re, re, mi, re, do, re, re, mi, fa, sol, la, si, do, do, si, si, do, do, 1. We sons of the mountains are happy and free, sir, No bird of the air is more cheerful than we, sir, 2. At morn while the valley is shrouded in night sir, We bask on the mountains in heav'n's own light sir,



do, do, st. la, sol, sol, sol, la, sol, fa, mt, mt, re, mt, fa, sol, sol, fa, mt, re, mt, re, do, do.

Come here all ye townsmen, be bonest and tell, sits, If men in the ci-ties more happily dwell, sits. At night when our kine are all safe and at peace, sits, We seek our own forn heds and set at our case, size.

LESSON II.

ANALYSIS OF MUSICAL SOUNDS, &c.

- 5 1 A musical sound or tone may be
 - 1. Long, of Short. § 2. Properties of sounds.— 1. Length.
 - 2. High, or Low. A sound has therefore three 2. Pitch.
 - 3. SOFT, or LOUD. essential qualities, viz.: 3. Power,
- § 3. Departments in the Elements of Music.—As there are three distinctions existing in the nature of musical sounds, and as they have three essential properties, so there are three corresponding departments in the elements of music:
 - 1. RHYTHMICS, treating of the length of sounds.
 - 2. MELODICS, treating of the pitch of sounds.
 - 3. DYNAMICS, treating of the power of sounds.
 - 4 General view:

Distinctions. Properties. Departments, Long, or Short. Length. Rhythmics. High, or Low. Pitch. Melodics. Soft, or Loud. Power. Dynamics.

RHYTHMICS.

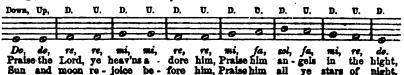
DIVISIONS OF TIME. MEASURES. PARTS OF MEASURES. COUNTING AND BEAT-ING TIME. ACCENT.

- § 1. The length of sounds is measured by a division of time into equal portions. This may be indicated or illustrated, by counting equally, thus: one, two; one, two.
- § 2. The portions into which time is thus divided are called MEASURES. The perpendicular lines are called BARS.
- § 3. Measures are divided into smaller portions, called Parts of Measures.
- § 4. When the counts are made as above represented, the measures are supposed to be divided into two parts, the first being indicated by the count one, and the second part by two.
- § 5. Measures and parts of measures, may be indicated not only by counting (to the ear), but also by motions of the hand (to the eye), called TATS OF BEATING THE TIME

- § 6. In beating time, a downward motion of the hand is usually made for the first part of a measure, and an upward motion for the second part
 - § 7. The first part of a measure should be accented, the second unaccented
 - § 8. Examine, count, and sing the following.

SONG OF PRAISE

13. Measures of Two Beats.



Note to the Teacher.—"One thing at a time" must be kept in mind. Training the voice to follow written characters representing different degrees of pitch is now the principal business in hand. We have always found it much less difficult for the pupil to understand the subject of Rhythmics than that of Melodics, in Musical Notation. How printed characters placed upon different degrees of the staff can so indicate the exact pitch of sounds as to be a sure guide to the voice, is always to the beginner a mystery, and the mystery can only be solved by systematic and persevering practice. Who ever learned to read music by studying the Elements or "Rules?" or who ever learned to read by being told how? Little theory and much practice is best. We have often wished to whisper in the ears of some of our excellent teachers—"Less talk and more sing," and have, perhaps, often needed the same gentle hint ourselves.

NOTES. RESTS.

§ 9. The length of sounds is represented by written characters called Notes. Notes are signs, representing to the eye the comparative length or duration of sounds.

NOTES.

§ 10. Six different kinds of notes are in general use, viz.:-

0	P	. [Ĺ	9	Ę
The Whole Note,	Half Note,	Quarter Note,	Bighth Note,	Sistemth Note,	Thirty-second Note or Destinant quare
or Semilorese.	or Minim.	or Orolchel	or Quaver.	or Semigudoer.	

§ 11. Pupils should examine the preceding notes until they are quite familiar with their form and shape.

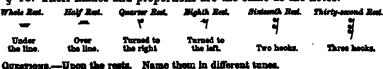
Name the following notes:



- § 12. The whole note represents a long sound.
- § 13. The HALF Note represents a sound half as long as a Whole Note.
- § 14. The QUARTER NOTE represents a sound a quarter as long as a Whole Note.
- § 15. The Eighth Note represents a sound one eighth as long as a Whole Note, &c.
 - § 16. Name the notes in any of the tunes in the body of this work.

To THE TRACHER.—Question on the proportionate duration of sounds as represented by the notes; as, for example, How many half notes, think you, should be performed in the time of one whole note? How many quarters? Eighths? &c. If one whole note is sung, how many sounds are made? Ass. One. If two half notes are sung, how many sounds are made? Ass. Two. What then is the difference between two half notes and one whole note? Most pupils will understand the relative proportions of the notes as soon as they are able to distinguish one from another.

- § 17. Signs indicating silence are used in music. They are called
- § 18. Their names and proportions are the same as the notes.



Quarrons.—Upon the rests. Name them in different tunes.



§ 19. Name and describe the above—as, one whole note is equal to two naives, four quarters, &c., &c.

LESSON III.

MELODY OR MELODICS.

EXERCISES IN SKIPS.

Norm.—If Bradbury's Cards are used, give out No. 2.

§ 1. Sounds proceed by Skips as well as by Degrees. The Skips after a little practice, are easily measured by the eye.





16. Skip of a Fifth.

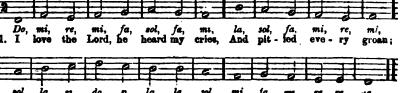


17. Thirds-Fourths, Fifths-Sixths.



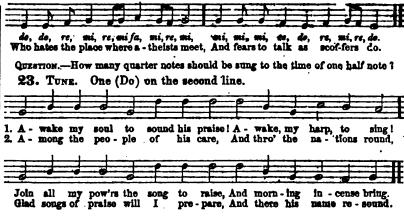


18. Tune with skips—ONE below the first line Two PART (Double) measure.



sol, la, s1, do, s1, la, la, scl, mi, fa, m1, rc, rc, us.
Long as I live, when trou-bles rise, I'll has ten to his throne.





LESSON IV.

RHYTHMICAL CHARACTERS RESUMED.

- § 1. In a former chapter we considered the length of seands as indicated by the different forms of the notes, &c., but the time of a piece of music may be slower or faster without interfering with relative proportions.
- § 2. When, for example, we apply four beats to the whole note, we must allow two beats to the half note, and one beat to the quarter note, &c.; but when we apply only two beats to the whole note, we must allow but one beat to the half note, &c.
- § 3. There may be various kinds of notes in the measures, but there must be an equal amount in every measure; that is, one measure must contain as much in the aggregate as another.

Examine, also, tunes in the body of the work. Question on the relative duration of the notes, &c.

- § 4. Large figures placed at the beginning of a piece of music denote the fractional proportion of the whole note, thus, for example, 4 shows
- * The first and last measures of a piece of music are sometimes exceptions to this rate

that four quarter notes, or an amount equivalent to them, fill a measure; shows that three quarters, or their equivalent, fill the measure; that two half notes fill the measure, &c., &c.

§ 5. To aid in computing time, Maelzel, the celebrated French mechanist, invented an instrument called a Metronome. It has a pendulum, which swings and ticks at regular intervals of time, like that of a clock. (The instrument is, in fact, a clock turned upside down, but without dial plate or hands.) If the weight be moved upwards, the pendulum will swing slower, if downwards, faster; but put the weight where you will, its motions will always be in equal time; never hurrying, never dragging.



§ 6. In the performance of a piece of music, the time should be computed with the same accuracy and regularity as by a Metronome or a clock.

VARIETIES OF TIME, AND MOTIONS OF THE HAND IN BEATING.

§ 7. There are in general use FOUR KINDS of Measures, and each kind has THERE VARIETIES

DOUBLE MRASURE.

has two beats; the upper figure is 2. The varieties are $\frac{2}{4}$, $\frac{2}{8}$. The motions of the hand are down, up; accented on the first part.

TRIPLE MEASURE

has three beats; the upper figure is 3. The varieties are $\frac{3}{2}$, $\frac{3}{8}$. The motions of the hand are down, left, up; accented on the first part.

QUADRUPLE MEASURE.

has four beats; the upper figure is 4. The varieties are $\frac{4}{3}$, $\frac{4}{3}$. The motions of the hand are down, left, right, up; accented on the first and third parts.

SEXTUPLE MEASURE.

has six beats; the upper figure is 6. The varieties are $\frac{1}{2}$, $\frac{1}{2}$. The motions of the hand are down, down, left, right, up, up; accented on the first and fourth pasts.

ADDED OR LEGER LINES.

§ 8. When it is required to write music lower or higher than can be represented by the five lines of the staff, short lines are added called Leger or Added lines. The additional spaces thus formed are reckoned as in the staff.

Question on the above, and examine staves with leger lines.

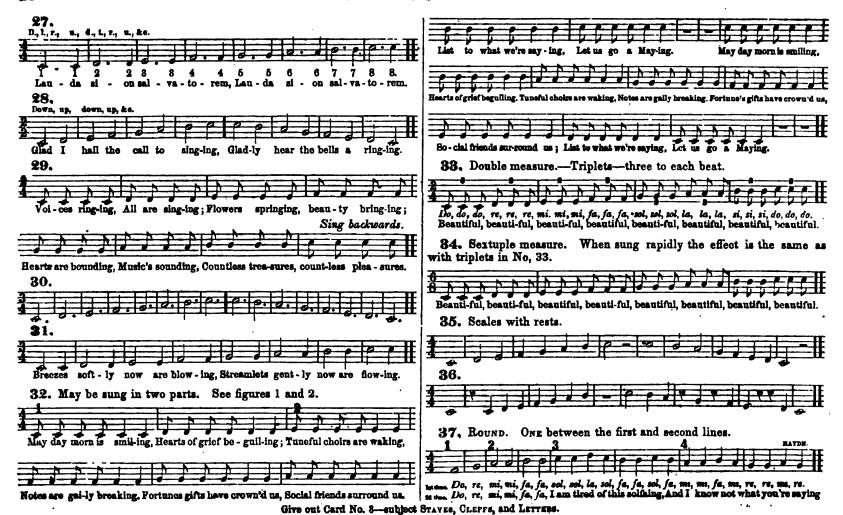
§ 9. The degrees of the staff are numbered from the lowest upward the lowest being reckoned as the first line.

Exercise on the lines and spaces—numbering them—also practice the melody of plain tunes with easy skips, in any key, such as Gosner, 98; Keokuk, 105; Harvey's Chant, 108; first reading them by syllables or numerals.

RHYTHMICAL EXERCISES IN CONNECTION WITH THE SCALE, FOR BEATING TIME AND SINGING.



When the movement in Sextuple Measure is rapid, it may be beaten the same as Double Measure. When it is alow, beating may also be performed with three motions repetied; when this method is preferred.



LESSON V.

MELODIC CHARACTERS RESUMED.

§ 1. The different sounds of the scale are named after the first seven setters of the alphabet; viz.:

A. B. C. D. E. F. G

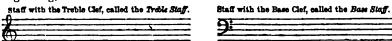
The teacher will explain, and sing or play the sounds of the above letters, naming them, and especially drawing the attention of the pupils to the fact that musical sounds are distinguished from each other as o given pitch, or difference of pitch, by the letters, not by syllables or numerals,

§ 2. The scale may begin on either one of the letters. It is customary, however, to commence on the letter C.

Nors.—The reason for commencing on C may be explained at some future period.

STAVES AND CLEFFS.

- § 3. There are two kinds of staves in general use; one called the TRE-BLE STAFF, the other the BASE STAFF.
- § 4. The different staves are distinguished by characters placed at their beginning, called CLEFFS.



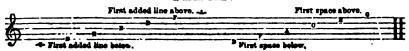
- § 5. Each clef is intended to designate a certain letter of the above series.
- § 6. The Treble clef represents the letter G on the second line of the staff, counting from the lowest upward.
- § 7. The Base clef represents the letter F on the fourth line of the staff, counting, from the lowest upward.

Quantion on the foregoing

- § 8. When more degrees are required than are represented by the staff, ADDED LINES and SPACES above or below are written.
- § 9. Every degree (line and space) of the staff is named after one of the seven letters.

THE STAFF WITH ITS LETTERS.

TREBLE STAFF



RASE STATE.



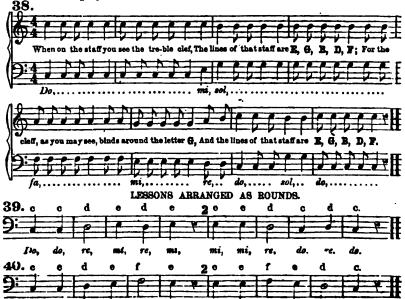
Norz.—The teacher abould be particular to impress upon the minds of the pupils, that the letters rewresenting the given pitch of sounds, are permanent.

§ 10. Notes placed upon either degree of the staff receive their (melodic) name from the letter of the line or space on which they are placed. Thus, a note on the first line of the treble staff is called E, on the first space F, &c.

Nors.—Practice reading tunes and exercises by the letters.

LETTERS OF THE TREBLE STAFF.

§ 11. When two or more parts are performed together, a character called a Brack is employed to unite the scaves.







LESSON VI.

MUSIC IN PARTS.

- § 1. A PART in music is represented to the eye by a single sett or number of notes on any staff. The treble, for example, is one PART, the base is another PART, &c.
- § 2. Music is composed of one, two, three, four, and often more parts. When in two or more parts, it is said to be in Harmony, and is so composed that the different parts agree, or harmonize together.
- § 3. Music for choirs is usually in four parts which are arranged as follows:

First Treble or Soprano.—Highest part; for female voices.
Second Treble or Soprano.—Lowest part; for female voices.
Tenor.—Highest part; for men's voices.
Base.—Lowest part; for men's voices.

- $\boldsymbol{\xi}$ 4. Boys, before their voices change, usually sing Alto. Misses slould also sing this part.
- § 5. The parts in this book, and in most books of church music in this country, are arranged for the singers in the following order:

Upper Staff, Tenor,
Next below, Alto,
Next below, Sofrano,
Lowest, Base,
Sentlemen who can sing high.
ladies who can sing high
gentlemen who can sing low.

§ 6. While learning to read music in classes it is sometimes advantageous to change parts occasionally, and frequently sli may sing on one

part; but in church, changing of parts should not be practiced by any unless at the request of the leader.

§ 7. Every singer should sing the part best adapted to his or her voice, and what that part is the teacher or leader will soon be able to decide. See classification of voices.

THE COMMON CHORD.

Sing together the numerals 1, 3, 5, 8.

§ 8. The combination of the sounds 1, 3, 5, 8, is the first, simplest, and most pleasing form of harmony. It is termed the Common Chord. There are many other kinds of chords which the student of harmony must learn, but this (the Common chord) should be familiar to every singer.

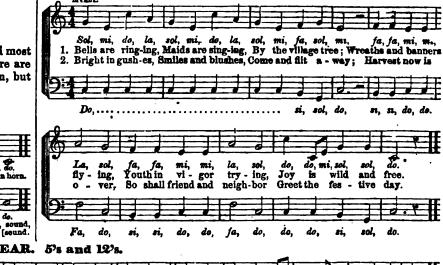
EXERCISES IN TWO PARTS.

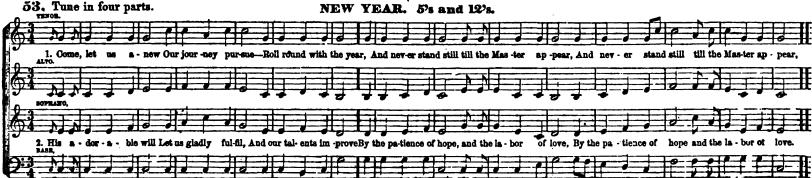


Practice the skips 1, 3, 5, 8, 6.

BELLS ARE RINGING.

52. Do (One) on C. Two parts—Treble and Base.





Give out Card No. 4, preparatory to next lesson. Subject; lummyals,

Note: .- The small notes in that execute are for the second stance. Sing eighths instead of quarters wherever the syllables require it.

LESSON VII.

INTERVALS.

- § 1. The scale may be compared to a flight of steps or ladder. It is frequently represented by a ladder with the rounds or steps at unequal distances apart.
- § 2. The steps or distances observable in the passage of the voice up and down the scale or ladder, are called INTERVALS.
- § 3. An Interval is the distance from any sound of the scale to the next above or below—the difference of pitch between any two sounds.
 - § 4. There are two kinds of Intervals in the scale—large and small.
- § 5. The larger intervals are called Tones or Steps, the smaller, Half Tones or Small Steps. ◆

THE INTERVALS OF THE SCALE.

§ 6. The intervals, as they succeed each other in the scale, are in the following order, viz.:

From One to Two, " Two to Three		Tone or Step, Tone or Step.		Tone or Step, Tone or Step.
" Three to Four,			" Seven to Eight, Small	Half tone, or
Small step. Four to Five,	LARGE	Tone or Step,	Small step.	

§ 6. The intervals of the letters are as follows, viz.;

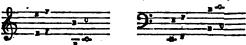
44	D to E,	LARGE	Tone or Step, Tone or Step, Half Tone or small	"	A to B,	LARGE	Tone or Step, Tone or Step, Half Tone or Small	
*	Step,	LARGE	Tone or Step.		Step.			

§ 7. If the pupils observe carefully where the small intervals are situated, they will not be liable to make mistakes, as they will then have only to remember that all the rest are large.

SCALE WITH THE SMALL INTERVALS DESIGNATED

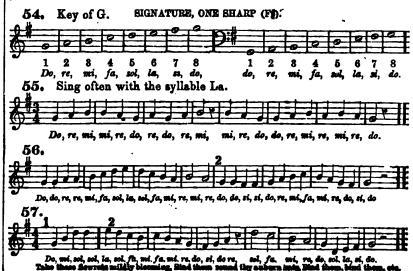
		SMALL,			SHALL	SHALL,			BRALL		
	0	60	0	0	60	OO	0	•	00	•	
1	2	8 4 mi, fa,	5	6 <i>L</i> a.	7 8 si. do.	8 7 do. si.	6 <i>I</i> a.	5	4 2	Q	1

STAVES WITH THE SMALL DITERVALS (IN THE LETTERS) DESIGNATED.

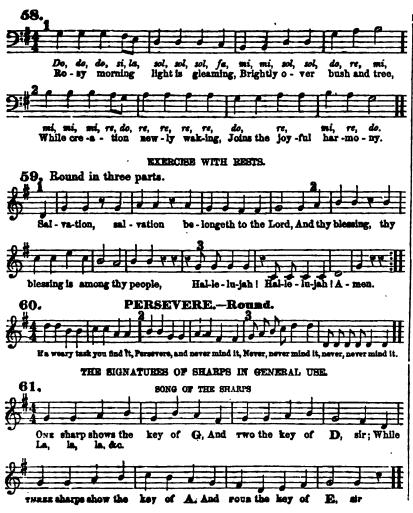


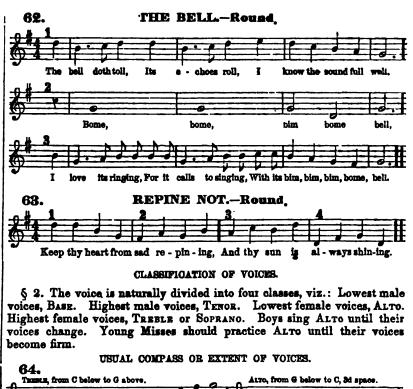
NOTE No. 1. Practise in key of G, D or A, &c., plain tunes, or any of the following exercises, making me allusion to signatures other than to say now One, [Do], is on D, G, etc.

Note No. 2. Desirous of continuing the plan of progressiveness, adopted as the basis of these Elements, interspersing the practical with the theoretical, we think it better to let the class practice in different keys before the subject of transposition or signatures is explained. The lesson of intervals is a very important one,—indispensable. If they would understand transposition, Let them, therefore, learn this thoroughly, and sing on, or, if the cards are used, they having issued this at home, will have all the time in the class for singing. The card should always be given out at the close of a lesson; the subject of it being taken up at the sent lesson.



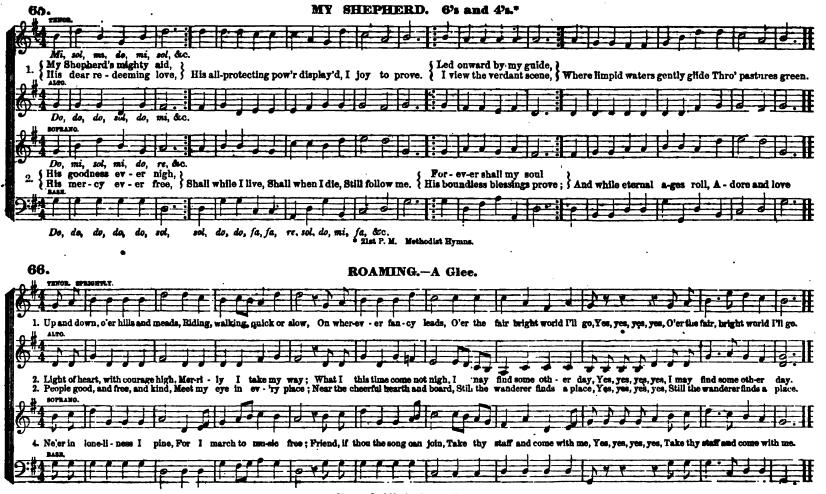
[•] Good teachers differ as to the proper use or application of these and other terms. Such differences, however, we do not consider of much importance. They seem to us the "imint and cummb," in the frequent discussion of which the "weightier matters of the law" are often neglected. So long as pupils make themselves familiar with the generally received nomenclature of the musical art, and understand its application, we should be satisfied. We have given above both terms; teachers will adopt whichever they area.







§ 3. Besides the above the there is a Baritone voice, between the Base and Tenor; and the Mezzo Soprano, between the Alto and Treble.



Give out Card No & Subject-Dynamics.





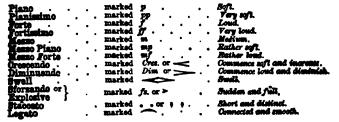
LESSON VIII.

DYNAMICS.

(POWER OF SOUNDS).

§ 1. To sing in good taste, our sounds must be varied with respect to their Power or stress, sometimes singing louder, and sometimes softer, according to the character of the song or sentiment. For this purpose Dynamium arks of expression are used.

DYNAMIC CHARACTERS EXPLAINED.

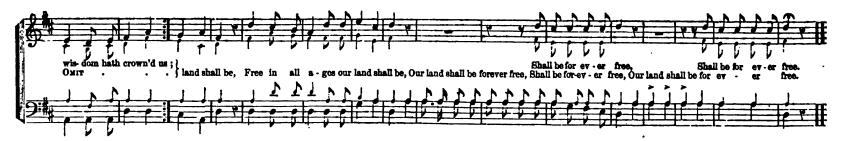


DYNAMIC MARKS APPLIED.









TRANSPOSITION.

- § 3. Transposition is removing the scale from one place or position upon the staff to another, either higher or lower.
- § 4. The scale takes its name from the letter on which it commences, as for example a scale commencing on C is said to be in the key of C, and s termed the Scale of C.
 - § 5. The scale may commence on any letter of the musical alphabet.
- § 6. In order to transpose or remove the scale to any position (any key) we things are necessary to be borne in mind, viz.:
 - 1. That the intervals of the scale must be the same as represented in Lesson VII, subject: Intervals, page 14, § 6.

That the sounds represented by letters are permanent—they never charge; the sound of C, for instance, is the same sound in one scale

nother. In different scales it simply bears a different relation to the other winds in one scale it may be the first or key note, in another scale it may be the third, in another the fourth, &c., but it is ever the same sound, C.

§ 7. By examining and comparing the intervals of the scale with those of the letters, it will be seen that when the scale commences on C, its intervals correspond with the intervals of the letters.

ILLUSTRATION No. 1. Scale on C, Intervals right.

6 8. If the scale commences on any other latter than C, these intervals will not agree,

ILLUSTRATION No. 2. Scale on D, Intervals wrong.

§ 9. In the above it will be perceived that the half steps occur between 2 and 3, and 6 and 7, (these now being E, F and B, C), instead of between 3 and 4, and 7 and 8, as they should. Here is a discrepancy for which a remedy must be provided. The intervals of the letters sust be made to correspond with those of the scale, wherever we choose to place it. But before providing for the discrepancy here alluded to, let us see that the discrepancy itself is manifest.

Norm.—The Teacher cannot be too particular about this, if he would have his pupils thoroughly understand the subject.

ILLUSTRATION No. 3. Scale on E, Intervals wrong.

Note. Pupils examine the above and point out the wrong intervals.

PROCESS. From 1 to 2 there must be a large interval—step; but from E to F is but a half step—eveng.
From three to four must be a half step, but from G to A is a step—eveng. From 7 to 8 must be a half step, but from D to E is a step—eveng.

§ 10. It will be observed that in the above there are small intervals where there should be large, and vice versa. It will be seen also, we think, by all who have examined the subject, that we now need a sign or character, which shall represent a small interval (half step), and which might, by dividing the steps, introduce a sound a half tone (half step) higher or lower than the above letters represent. This a resity is met by the

SIGNS OF ELEVATION AND DEPRESSION.

- 6 11. A sign is used in music which, when placed before a note, indicates a sound a half tone (half step) higher than the letter upon which the note is written would otherwise represent. This is called a Sharp, 185 2.
- 6 12. A sign is used in music which, when placed before a note, indicates a sound half tone (half step) lower than the letter upon which the note is written would otherwise represent. This is called a FLAT, ... 2.
- § 13. A sign is used in music which will counteract the influence of either of the above. This is called a NATURAL, ** #.
 - 81. Example of the #, 2, and #.

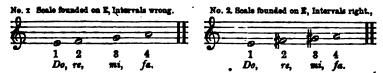


§ 14. By the aid of these signs any change of interval can be made, and all the faults above alluded to, corrected.

PROUSES.—Scale on E.—E to Fhalf step. E is now ONE, F is Two. Wrong, because from One to Two a step is required. Insert g before F and the sound is no longer that of F, but Fg (F sharp) a sound a half step higher than F. Now from E to Fg (One to Two) is a step—right.

Again—from Two to Thuse must be a step, but from Fg (which was taken in place of F) to G is but a half step. Question: "What shall be done?" Answer, Insert 2 before G, introducing the sound G a half step higher than G. From Thurs to Foun a half step is required, and from G (3) to A (4) is a

ILLUSTRATION No. 4

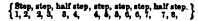


Nom -Let the pupils complete the transposition or construction of this scale, according to the princi ples given above, and transpose also into G, D, A, F, &c. Music slates or music paper will be convenient for this purpose, while some will be willing to go to the black board (which should always be on hand for illustration), and transpose the scale before the class. It will be well to let this study follow some half hour's chose practice in singing.

SUCCESSION OF KEYS.

TRANSPOSITION BY PITTHS

by taking Five (Sol) as One (Do) of the next scale, and in each succeeding transposition an additional sharp will be required, to preserve the proper order of Intervals, (steps, and half steps,) viz:

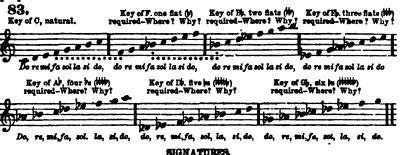




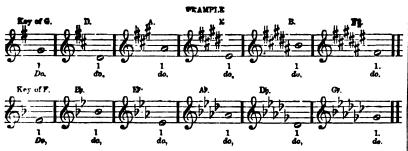
E,four is required-Where? Why? B, five is required-Where? Why? Fi, six is required-Where? Why?



§ 16. The different scales requiring flats succeed each other regularly by taking Four, (Fa) as ONE (Do) of the next scale, and in each succeeding transposition an additional flat will be required to preserve the proper order of Intervals.



6 17. The sharps and flats required in these different scales, are placed. at the beginning of the staff, immediately after the clef, (instead of before 6 15 The different scales requiring sharps succeed each other regularly, | each note, as above,) and are called the Signature (sign) of the key.



- § 18. The letter on which the scale is formed, (that which is taken as One) is termed the Key Note, or simply the Key.
- 19. We recognize the KEY of a piece of music by its SIGNATURE or sign, for example:

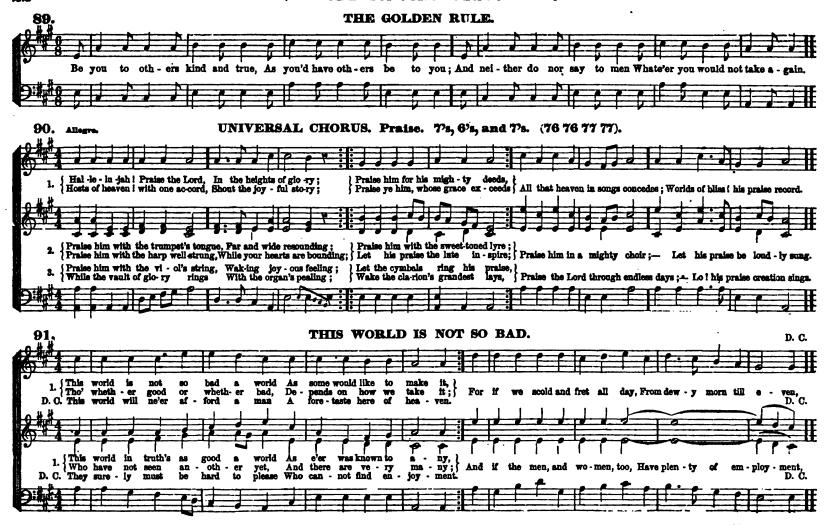
# -	is the	Signat	ure of	G.	 2	is the Signature of F.				
批批	66	66	44	D.	k k	64	"	"	Bþ.	
###	u	4	66	A.	222	u	"	44	EŻ.	
####	u	u	u ·	E.	2222	u	"	44	AZ.	
#####	"	u	"	В.	22222	66	4	66	DŻ.	
#####	"	u	4	F#.	***	4	u	44	Gþ.	

Norn.—Pupils should commit these signatures to memory.

KEY OF A.







CHROMATIC SECTION.

THE CHROMATIC SCALE AND EXERCISES, TO BE INTRODUCED WHENEVER NEEDED.

§ 1. All the intervals of the scale that are a whole tone (step) distant from each other may be divided into half tones, (small steps), forming an entire scale of small intervals, (half tones), called the Chromatic Scale.*

Norm.—Let pupils recall the intervals of the scale, and then name such only as must be divided in order to form the Chromatic Scale.

- 9 2. The division of the large intervals, (tones), is represented by the sharp or flat. See illustration 81, page 20.
- § 3. All the tones (steps) of the scale being thus divided, either by means of the sharp or flat, we shall have for our Chromatic Scale thirteen intervals, of a half tone (small step) each.
- § 4. The scale heretofore exclusively used, consisting of five tones, or steps, and two half tones, or small steps, is called the Diatonic Scale.

Nove.—The Chromatic Scale, being more difficult to sing than the Diatonic, and not being much required in plain music, it is not usually studied or practised until pupils are well versed in the Diatonic Scale, and able to read with considerable facility. The editors of this work, after much experience, would unterest to voice and ear, just as seen as pupils can read plain music in the Diatonic Scale. We would not attempt too much of this kind of study at any one time. One or two of the Silowing chromatic exercises at each lesson will generally be found sufficient, and, by judicious management, pupils will not become wearried. The easiest, and perhaps the most useful, is the sharp fourth. Next in order may follow the flat seventh; then the sharp second, flat third, &c., then, from sharp one on, gradually introducing the whole Chromatic Scale. If you have an instrument play the chromatic scale often, that they may become accustomed to its progression,

§ 5. Sharps, flats and naturals, introduced to represent different portions of the Chromatic Scale, do not usually belong to the signature of the tune, but are found interspersed through the different measures. They are termed accidentals (for want of a better name), and their influence extends throughout the measure only in which they are found, except where the note that has been changed is continued or repeated on the first part of the next measure. In that case, the note or notes thus repeated in the succeeding measure, are affected by the accidental. See "The Linden Tree," page 24.

NOTE.—in singing the Chromatic Scale, or exercises, with syllables, use the vowel sound of e long, as m mets, for the sharps, (Di pronounced Des, Ri Ret), and a long, as in fate, for the flats, (Se prenounced Fey Le Lay, &a.]. By observing this rule we are enabled to preserve uniformity in printing the syllables.

THE CHROMATIC SCALE. NOTES, LETTERS, AND SYLLABLES



[•] It was not necessary to reprint the natural here, as the accidental in the preceding measure does not extend to this; yet most authors prefer, in such passages, to print the additional accidental to prevent the possibility of a mistake.

^{**}CHROMATIO. From a Great word, signifying color, the intermediate, or chromatic tones, having been formerly written with colored ink. The term may also have a figurative signification, as chromatics in music, may be regarded as analogous to coloring in painting.

[†] Distrosio. From two Greek words signifying through the tenes, or from fone to tone.

Numbered now among the dead

li, si, si, si, do.

si, la,









DIATONIC INTERVALS.

- § 1. Intervals are always reckoned from the lower tone upwards, unless otherwise expressed.
 - § 2. Two tones being the same pitch, are said to be in Unison.

 MAJOR AND MINOR INTERVALS.*
 - § 3. Seconds.
 - 1. A second consisting of a half-step is a MINOR SECOND.
 - 2. A second consisting of a step, is a MAJOR SECOND.
 - § 4. Thirds.
 - 1. A third consisting of a step and a half-step, is MINOR.
 - 2. A third consisting of two steps, is MAJOR.
 - § 5. Fourths.
 - 1. A fourth consisting of two steps, and one half-step, is a Perfect Fourth.

- 2. A fourth consisting of three steps, is a Sharp Fourth.
- § 6. Fifths.
 - 1. A Fifth consisting of two steps and two half-steps, is a FLAT FIFTH
 - 2. A fifth consisting of three steps and a half-step, is a PERFECT FIFTH.
- § 7. Sixths.
 - 1. A sixth consisting of three steps and two half-steps, is MINOR.
 - 2. A sixth consisting of four steps and a half-step, is MAJOR.
- § 8. Sevenths.
 - 1. A seventh consisting of four steps and two half-steps, is a FLAT SEVENTH.
 - 2. A seventh consisting of five steps and one half-step, is a SMARP SEVENTH.
- § 9. Octave. An Octave consists of five steps and two half steps.

Note.—In addition to the intervals already mentioned, there are others arising out of the chromatic coals, but as they properly belong to the study of armony, further notice of them is emitted in the coars.

[•] Major-Large, Minor-Small

MINOR SECTION.

TO BE INTRODUCED WHEREVER REQUIRED.

MINOR SCALE

- § 1. In addition to the Diatonic Scale as explained in Lesson VI, there is another diatonic scale, differing from that in respect to its intervals, called the Mimor Scale. The former scale is called Major.
- § 2. There are two forms of the Minor Scale in use. We distinguish them from each other by the terms First Form and Second Form of the Minor Scale.
- § 3. In both forms of the Minor Scale the intervals differ from those of the Major.
- § 4. The chief difference (to the ear) between the Major and the Minor Scale is in the THIRD; that of the Major being composed of two steps (two tones), while that of the Minor is only a step and half (tone and half). See Minor Scales below.

Norm.—Those who have made themselves familiar with the intervals of the Major Scale will readily understand the difference between that and the Minor now to be presented.

 \S 5. In the first form of the Minor Scale the intervals are not the same in descending as in ascending.



Nove.—Let pupils examine the above by the invervals of letters, and then give the form or order of intervals, ascending and descending.



Norm.—Pupils examine and name the order of intervals in second form of the Minor scale. Question; Wherein do the two minor scales differ from each other? What is the order of intervals in the first form? Second form? Wherein do the Minor Scales differ from the Major? Examine and compare.

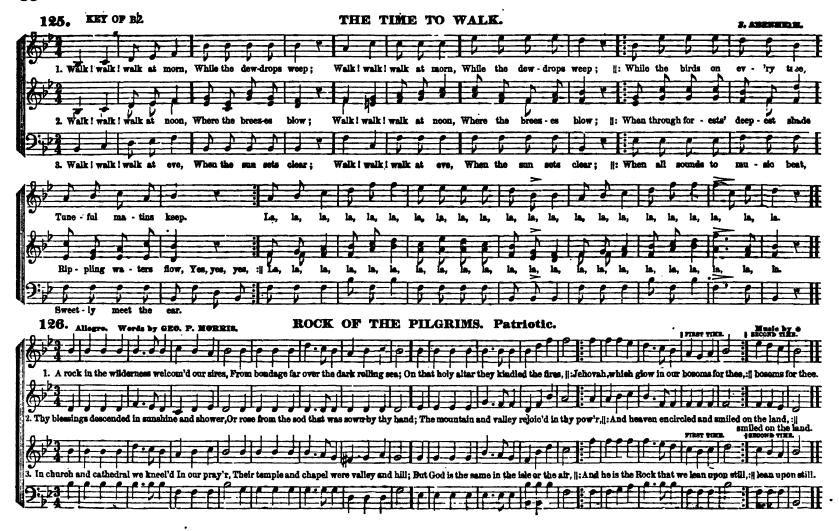
§ 6. The Minor Scale commences on the numeral 6, syllable la, of the Major—6 (la), of the Major is taken as 1 of the Minor but the syllable (la) is retained. See scales above

- Solution When the Major and Minor Scales have the same signature, they are said to be related. Thus the key of C major is the relative major to A minor; and the key of A minor is the relative minor to C major.
- § 8. The relative minor to any major key is found a sixth above it, or is based upon its sixth; and the relative major to any minor key is found a third above it, or is based upon its third.*
- § 9. The letters and syllables correspond in the major and its relative minor. Thus, the syllable do, is applied to C in both cases, although it is one in the major, and three in the minor scale, &c.

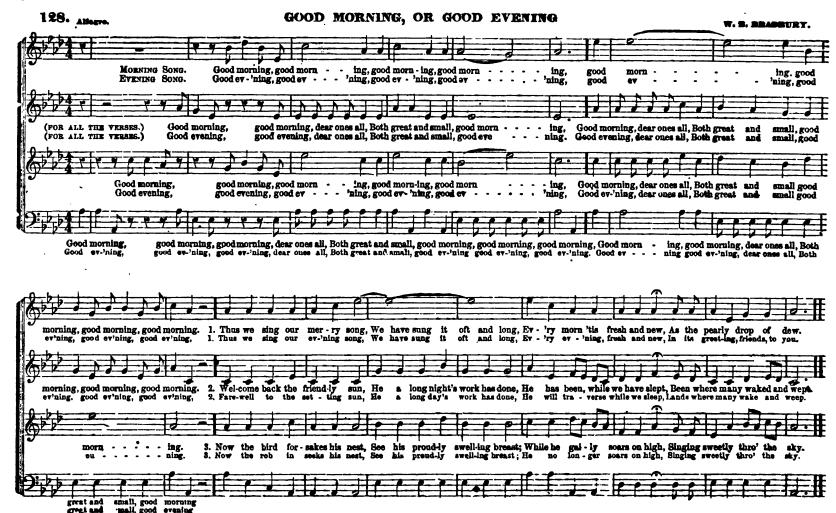


THE SINGING CLASS



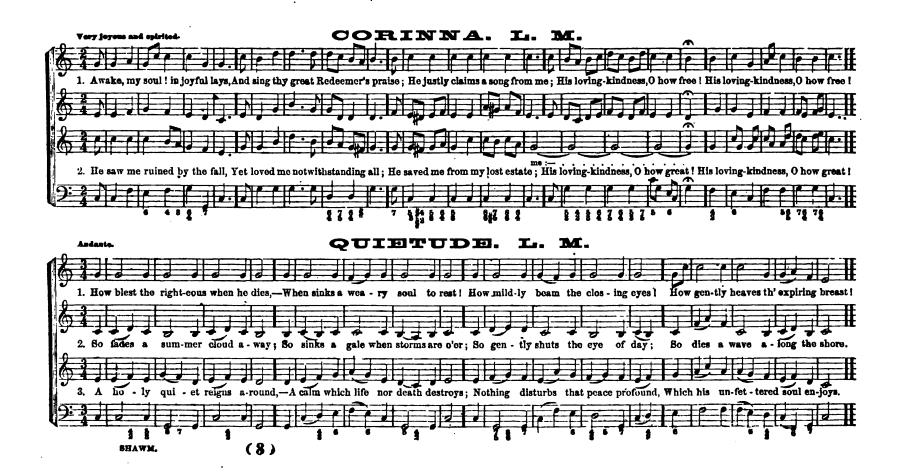






W. W. W. W. W. W. W. W. W.

THE SHAWM.



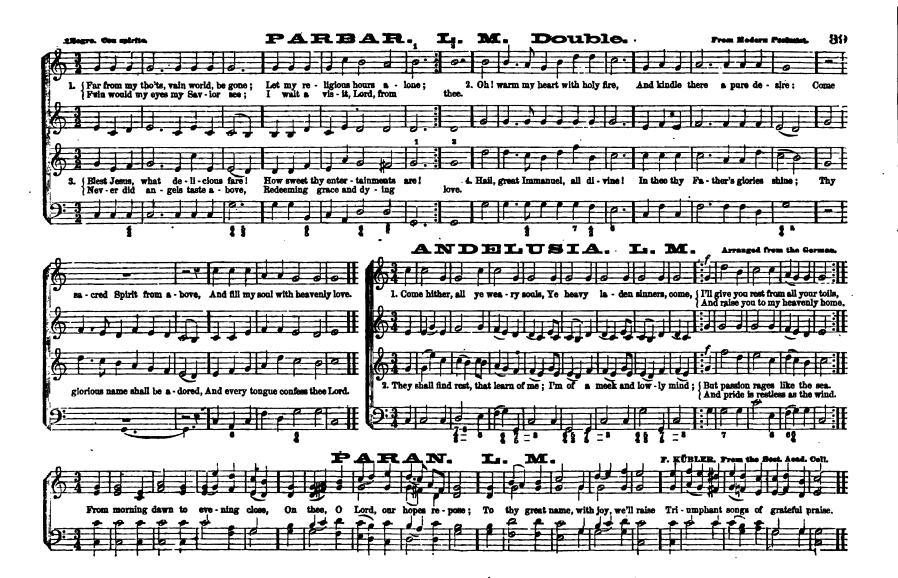




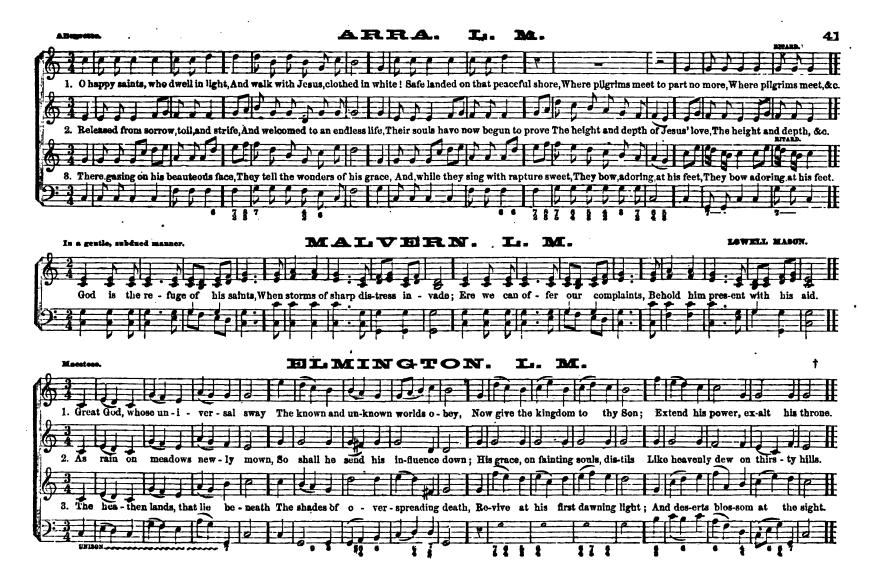


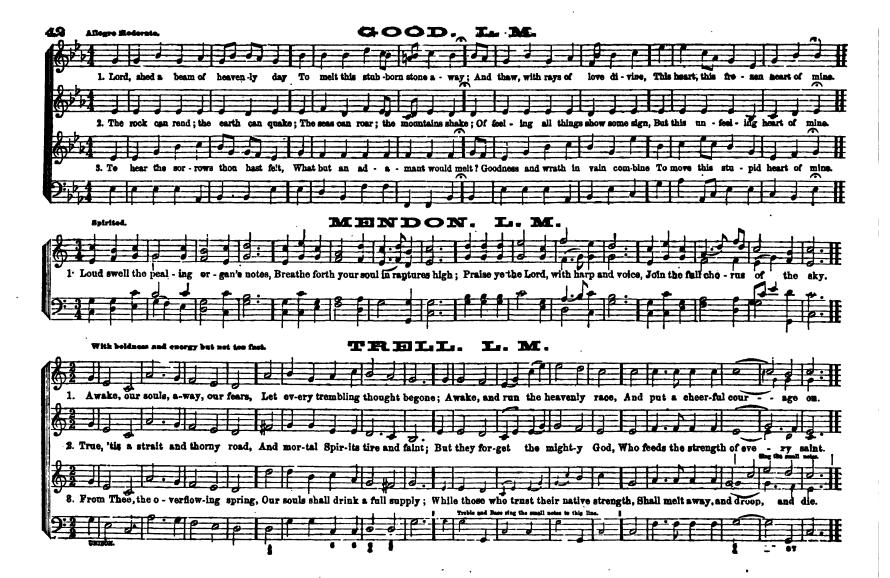


























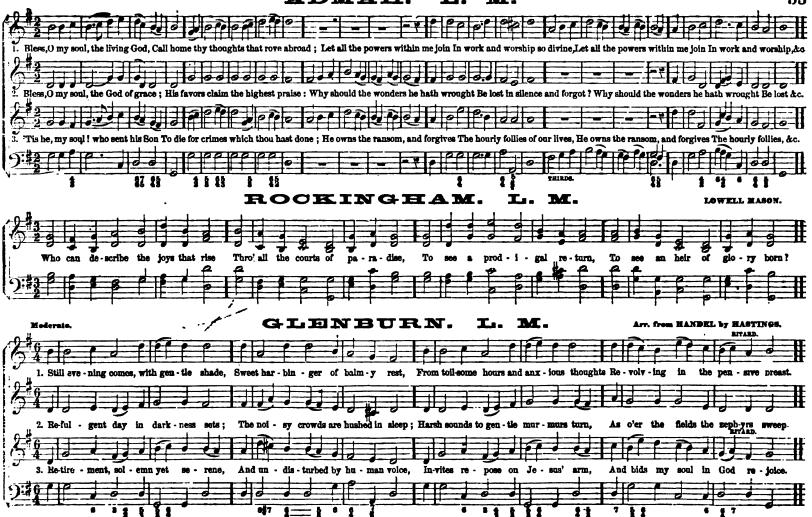










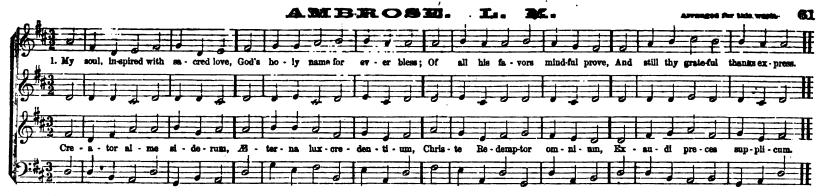












Note—This beautiful specimen of ancient meledy and harmony—being one of the oldest church tunes extant—we have taken the liberty to put in a Rhythmic form that is popular in this country, and that will, we believe make this tune more extensively useful in the American churches—Eds.





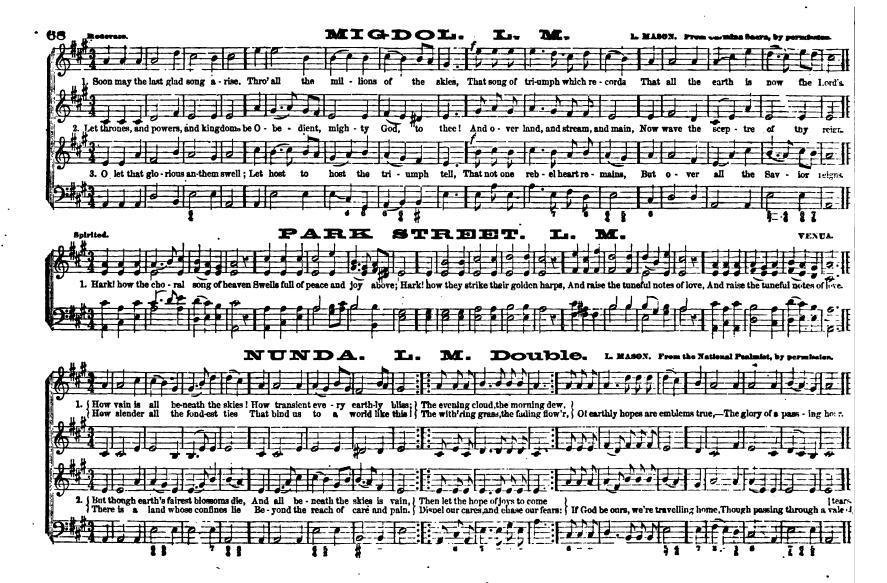
















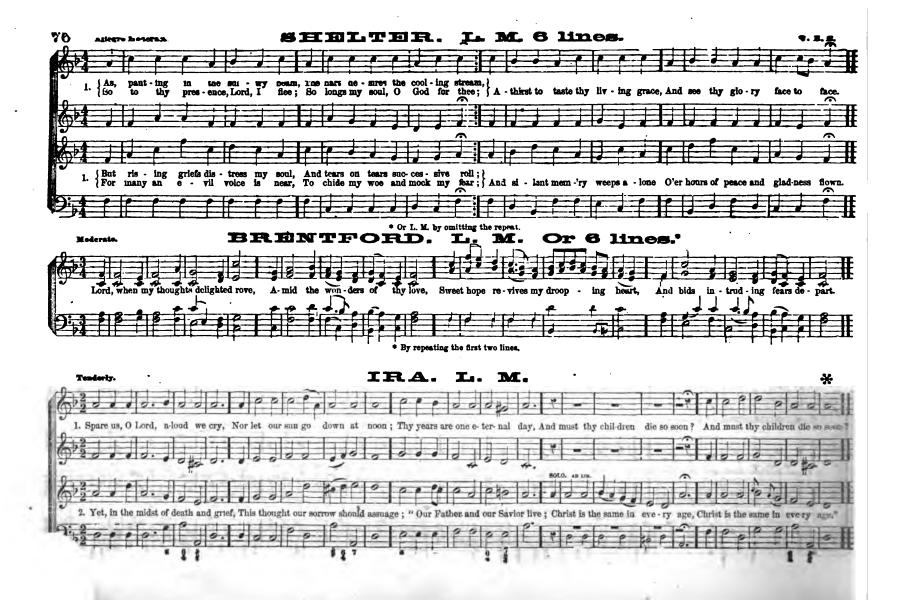












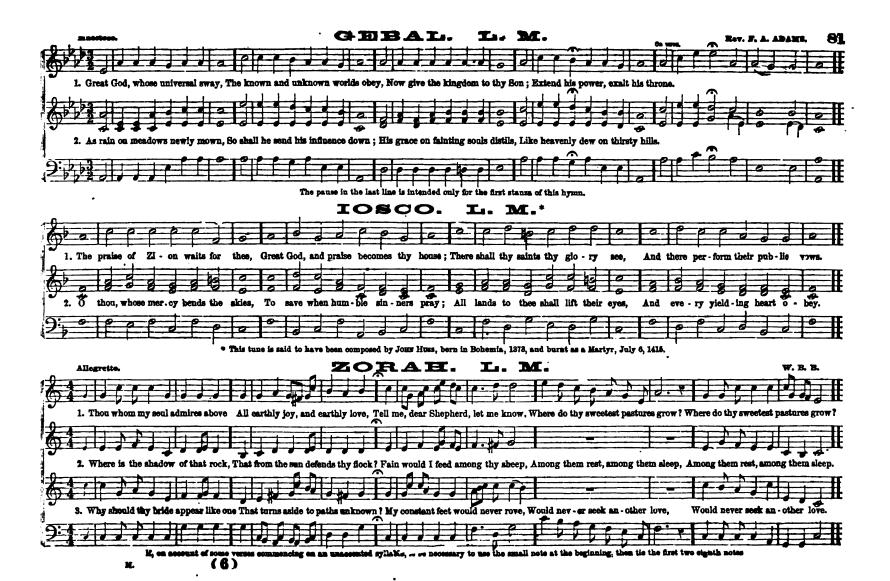


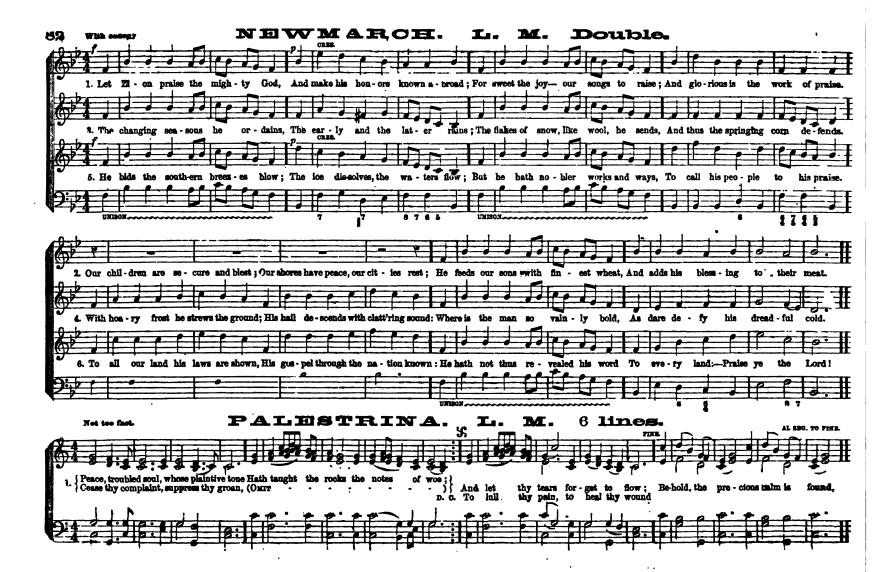




3. Extend to me that favor, Lord! Thou to thy chosen doth afford; When thou return'st to set them free, Let thy salvation visit me. 4. Oh! render thanks to God above, The fountain of eternal love; Whose mercy firm thro' ages past, Has stood, and shall for ever















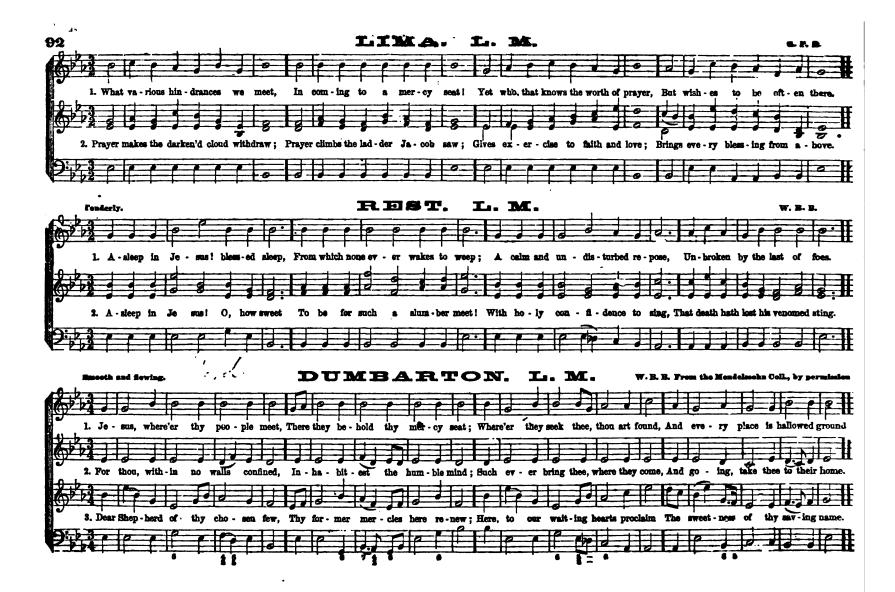


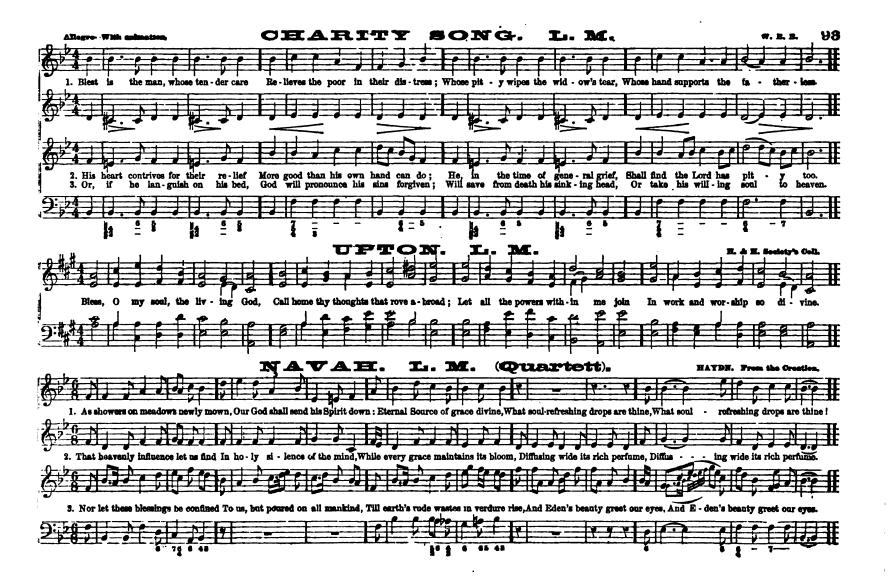




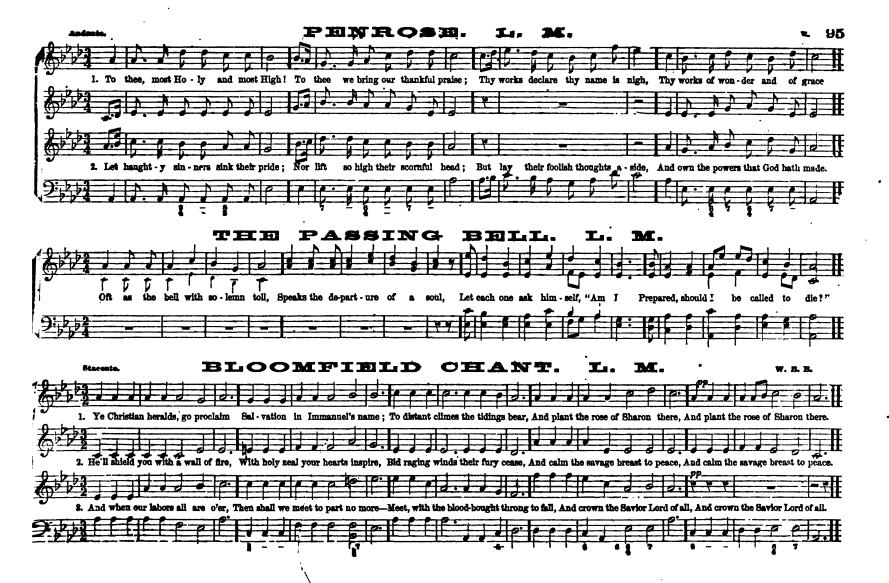


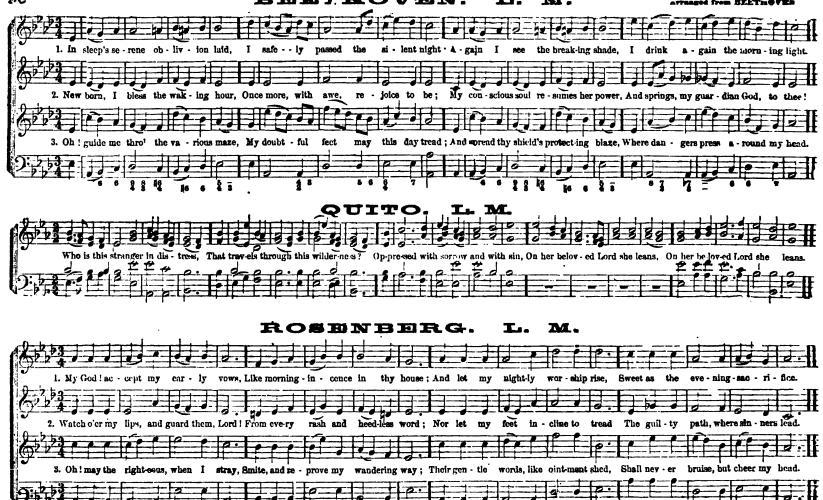




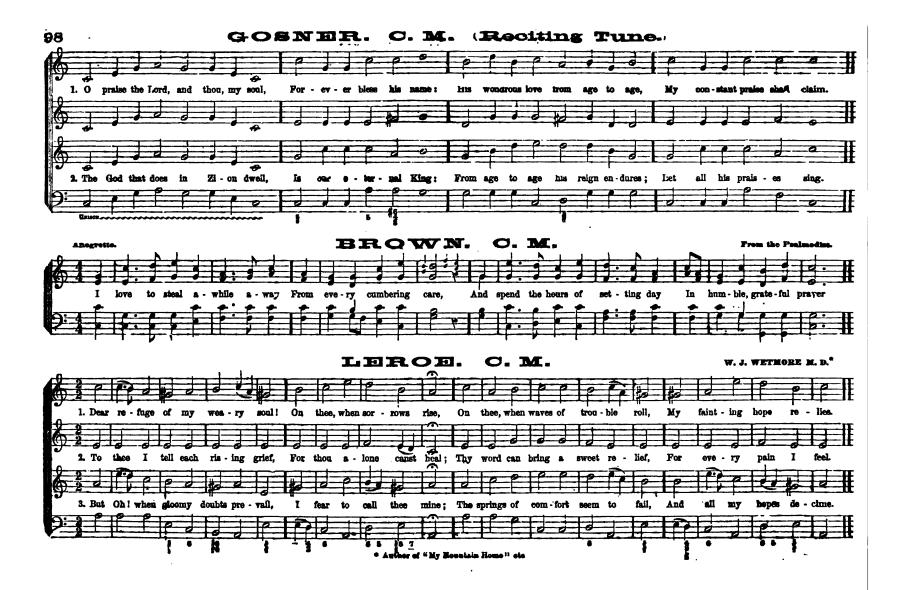








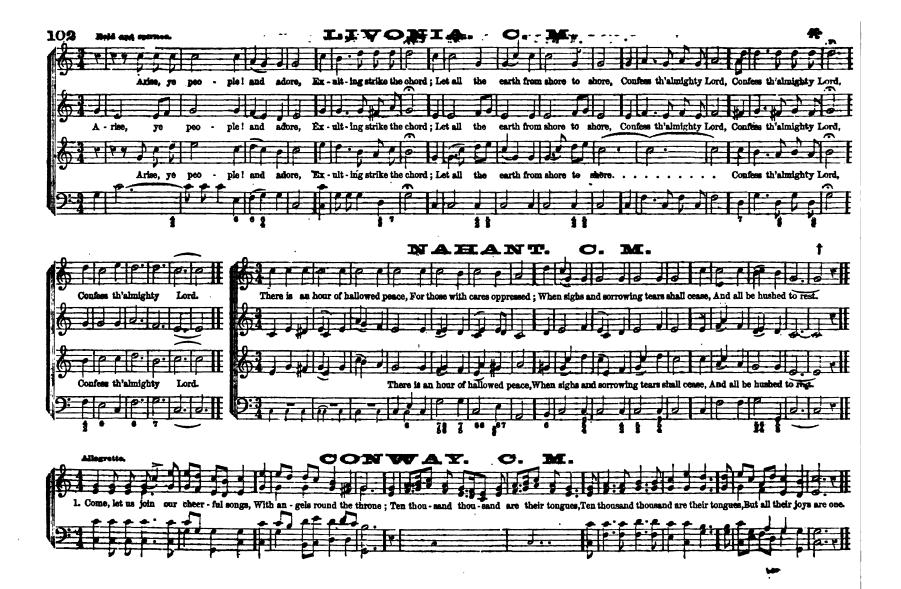






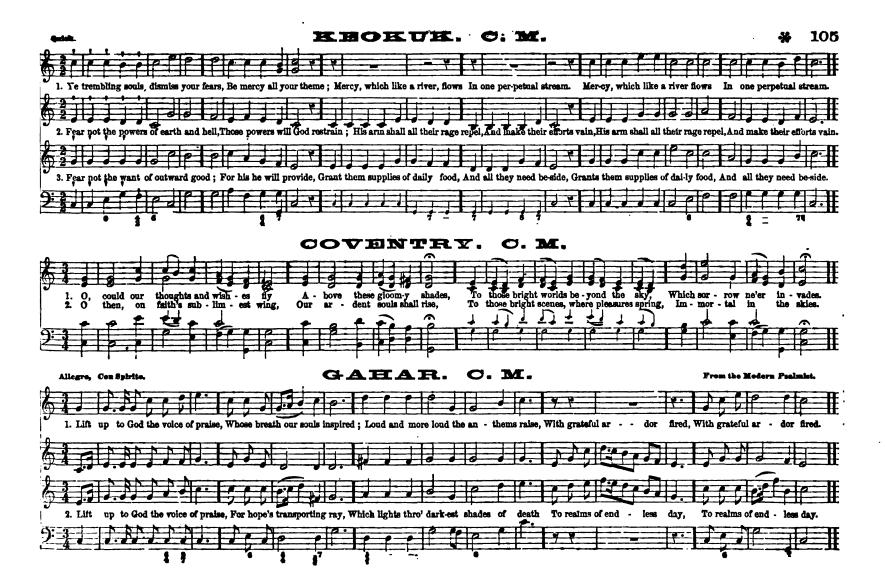




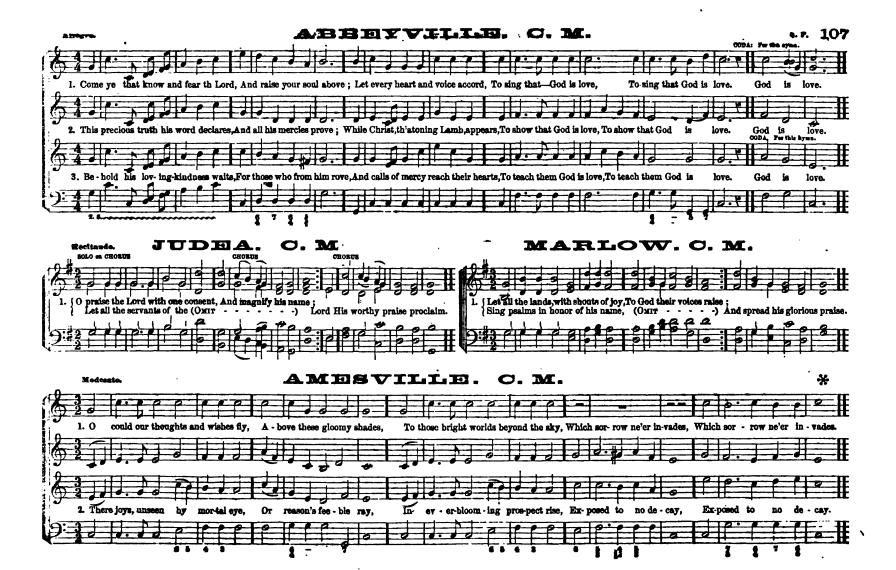


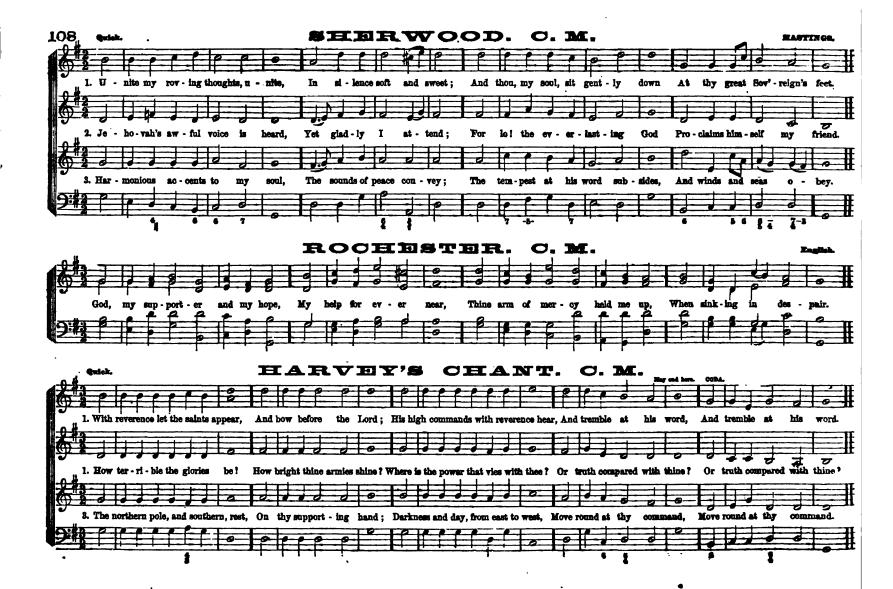


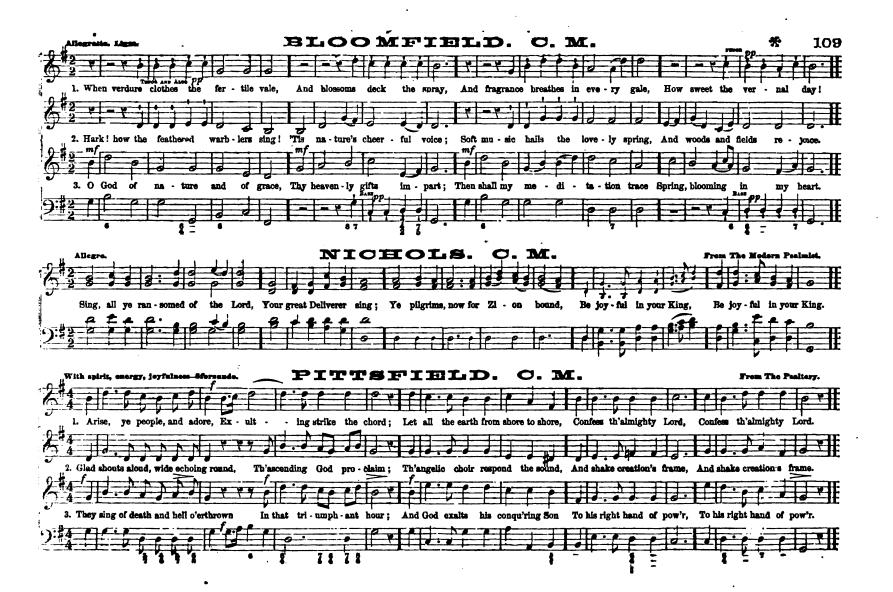




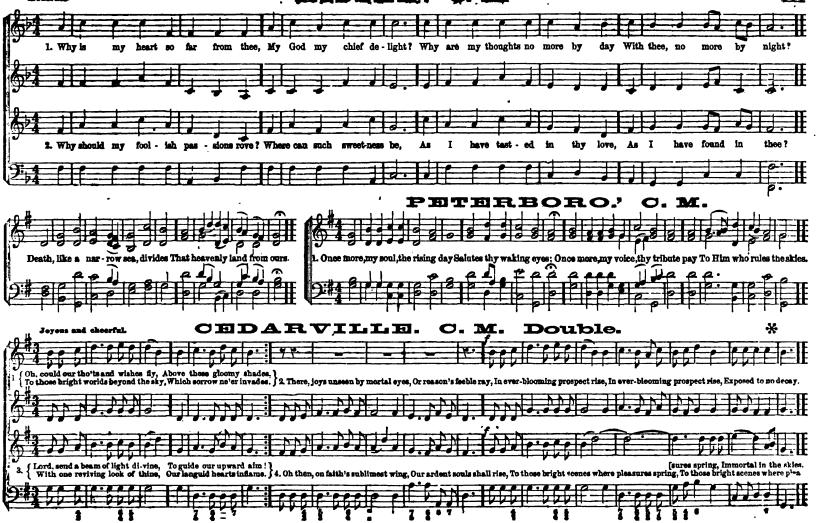




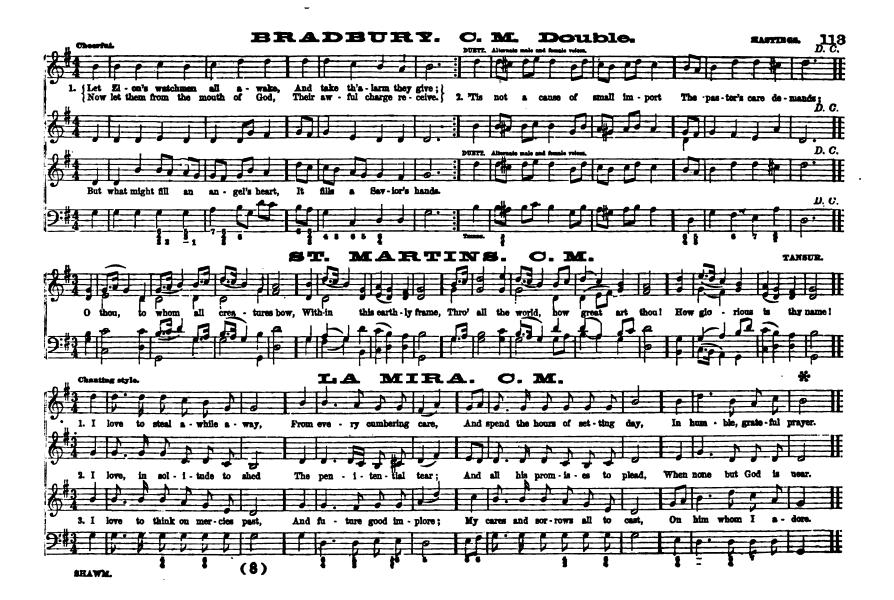




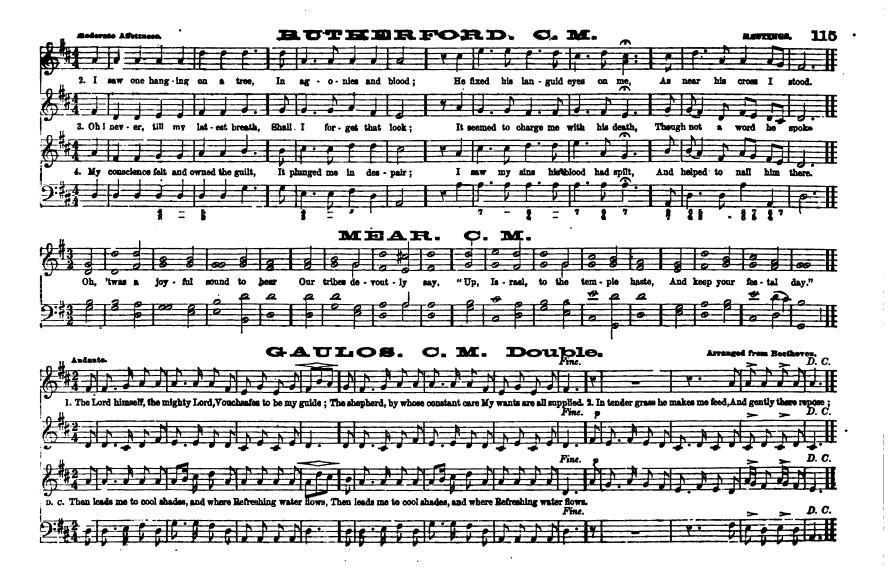










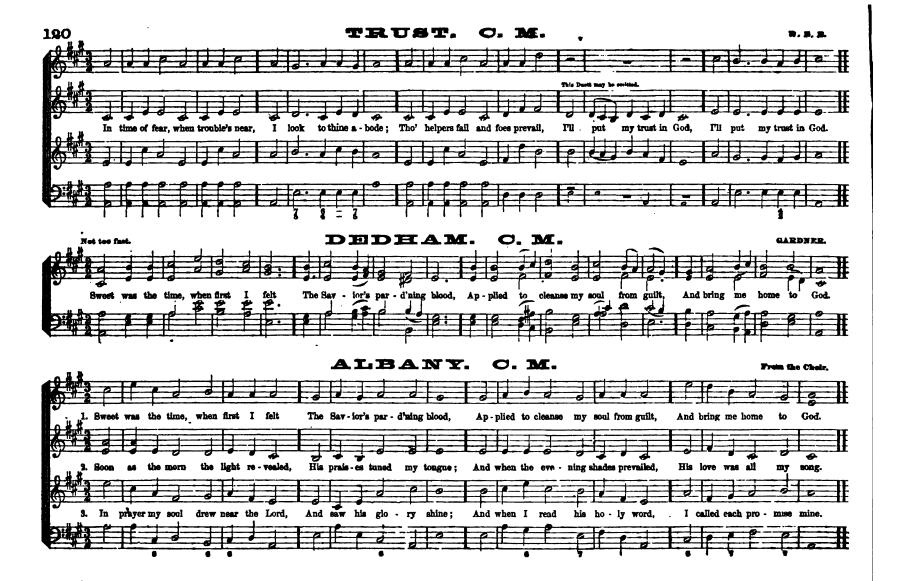




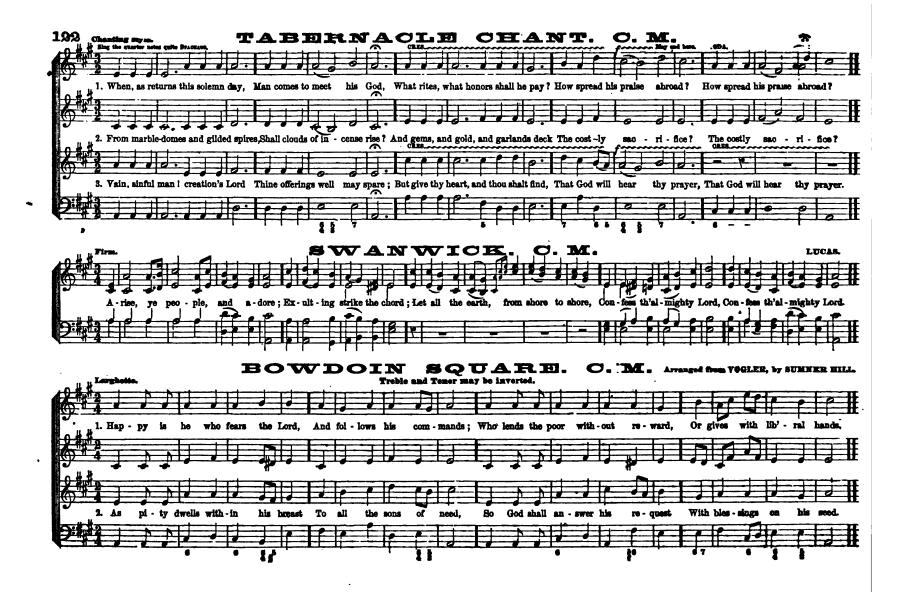




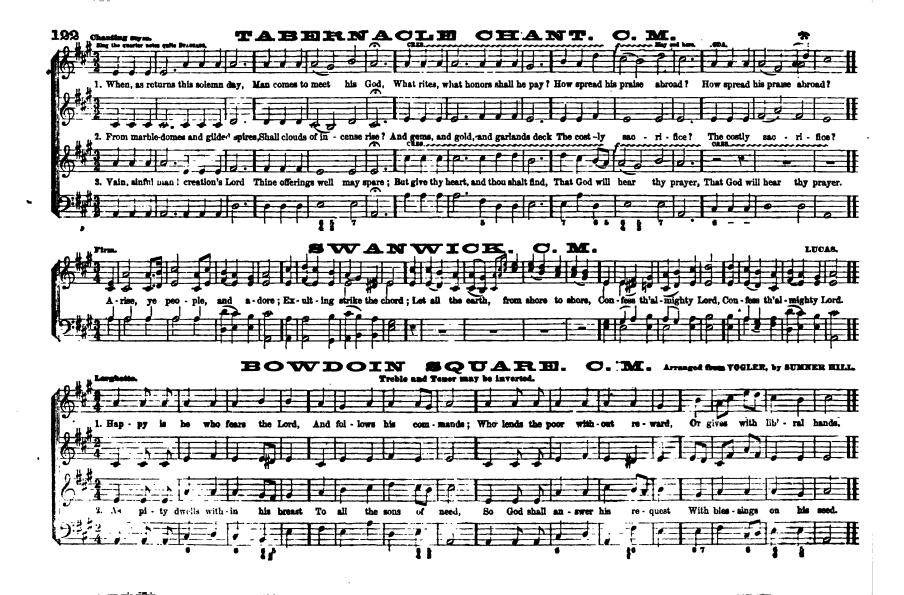




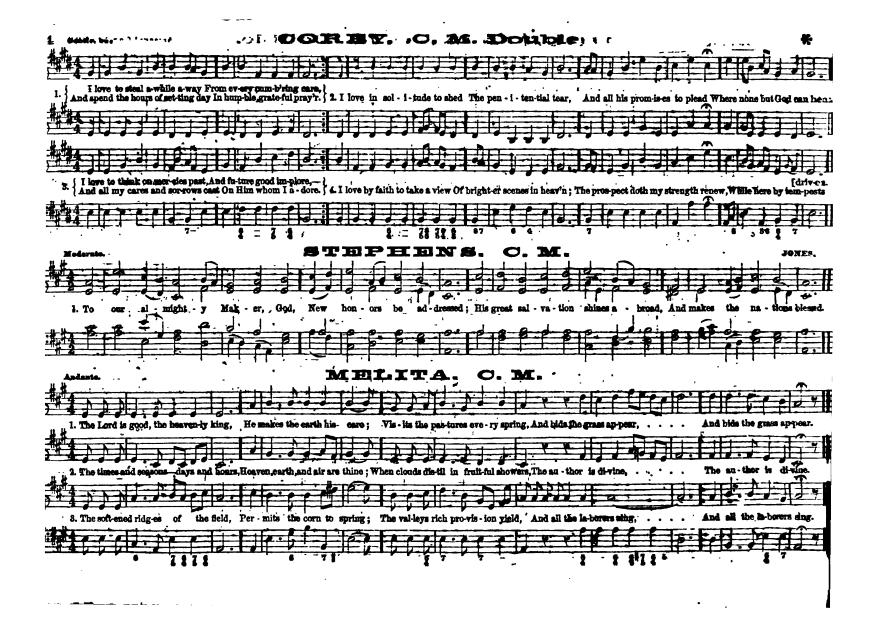






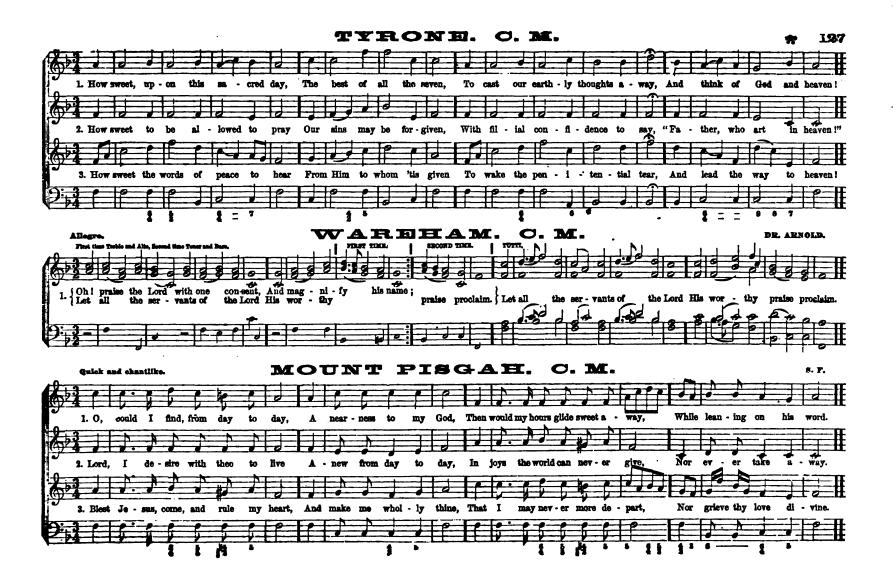














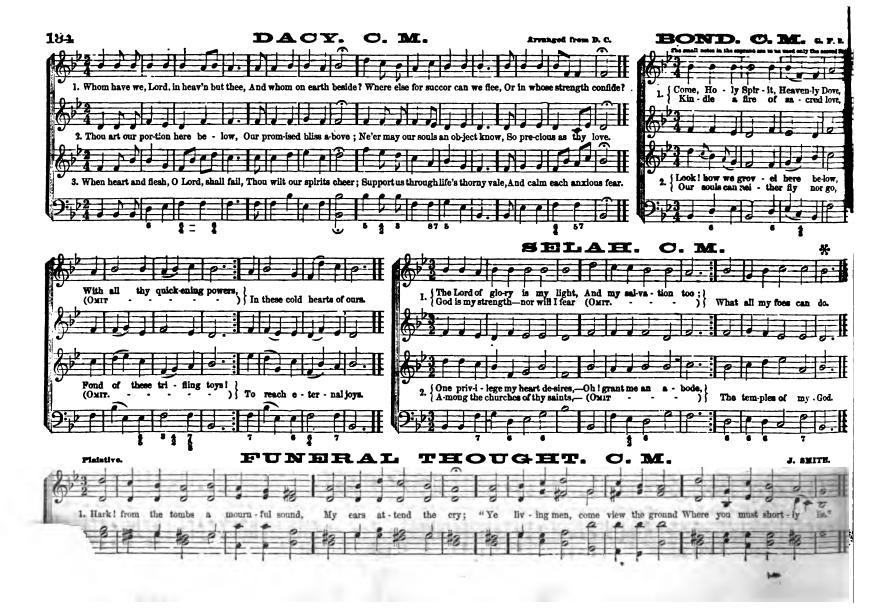




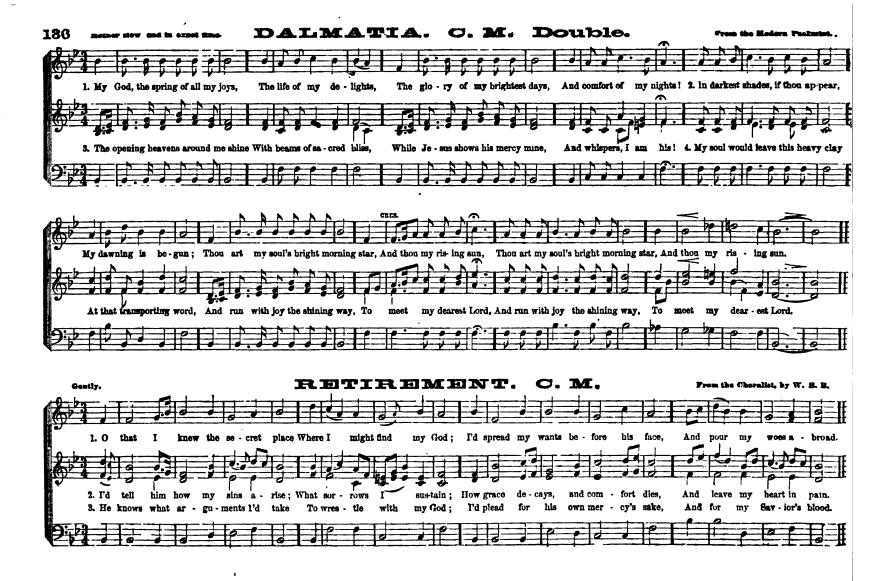


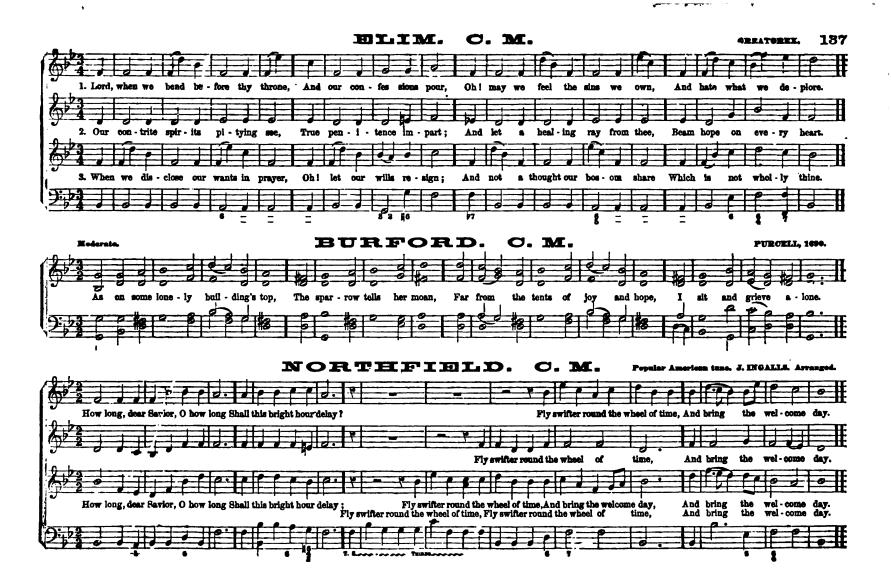










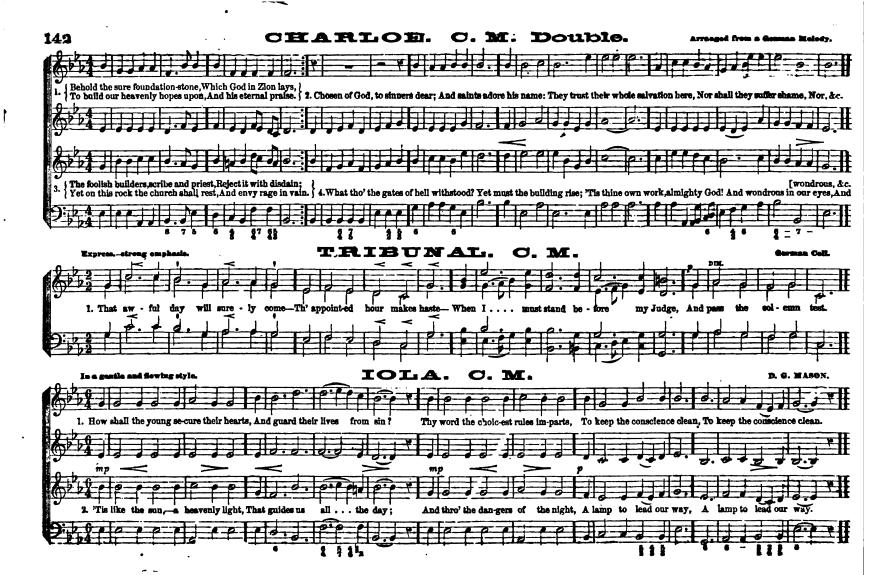




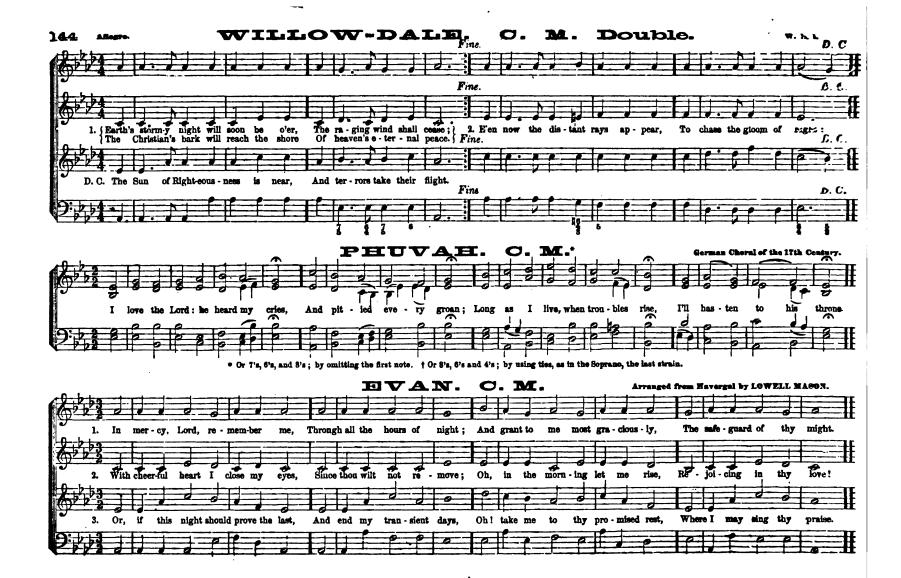








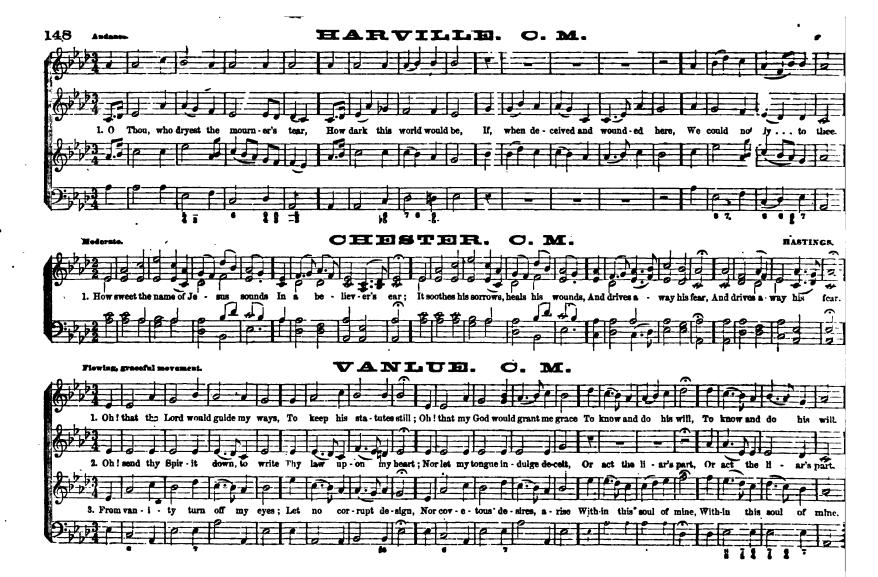


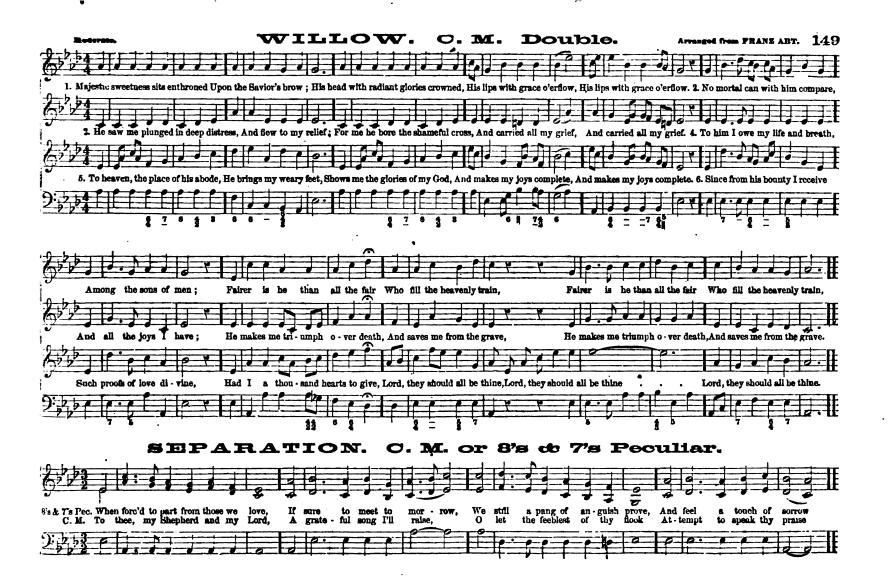


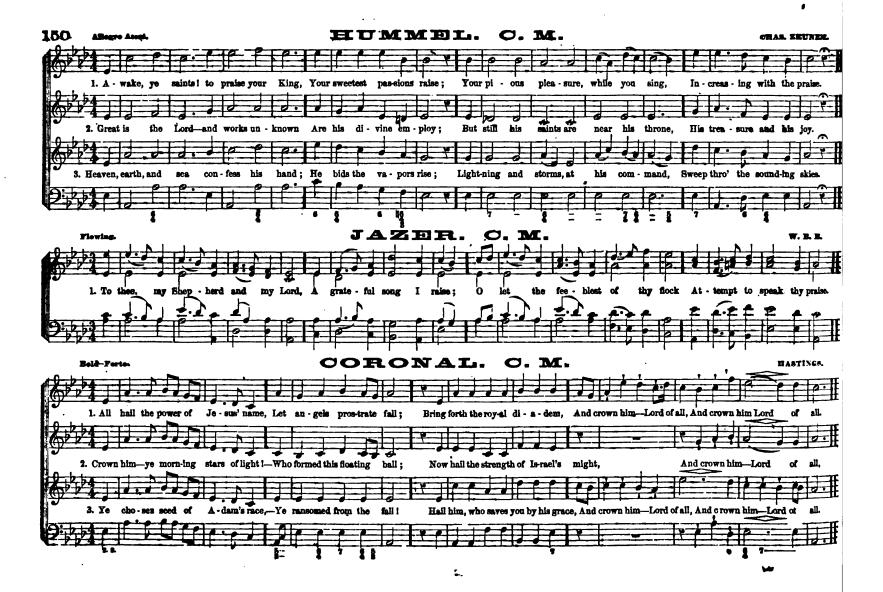


















Norz.—The three Tunes above are adapted to the descriptive hymn." Plunged in a gulf." When sung to this hymn, care should be taken that the varied expression required by the words, and suggested y the messic, be given.





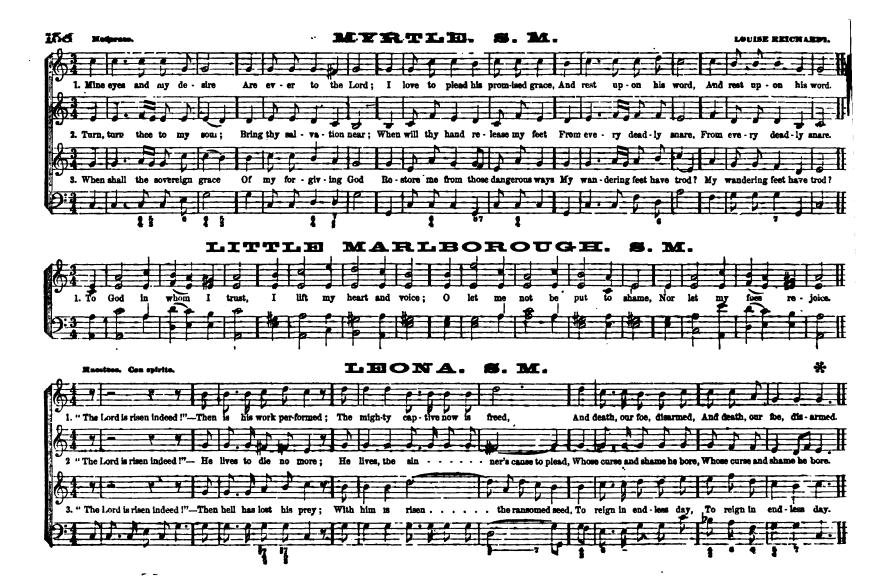


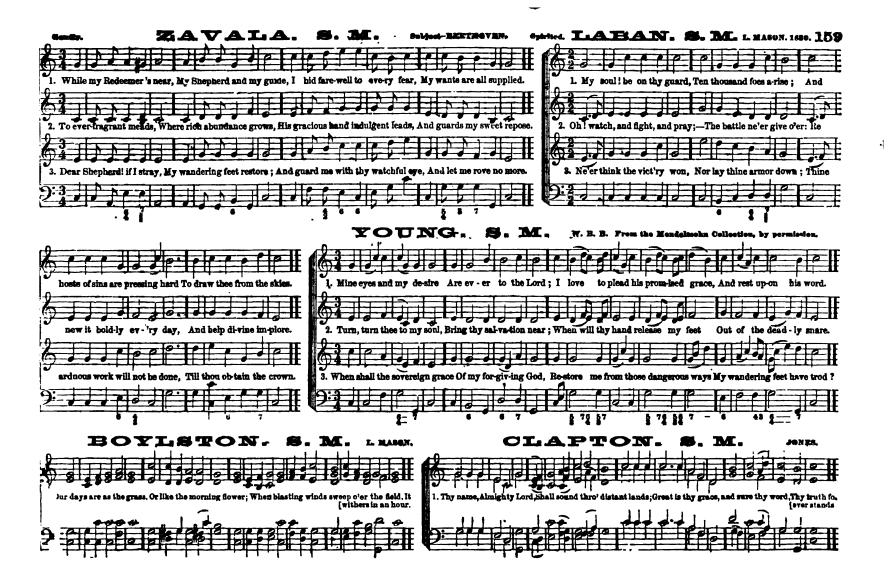


S. M.

MAY.

Double.













#



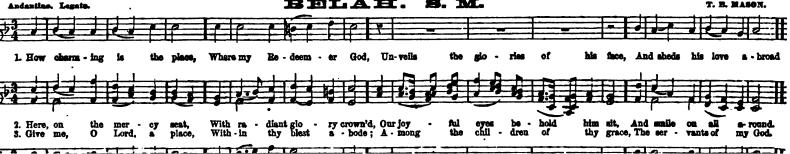










































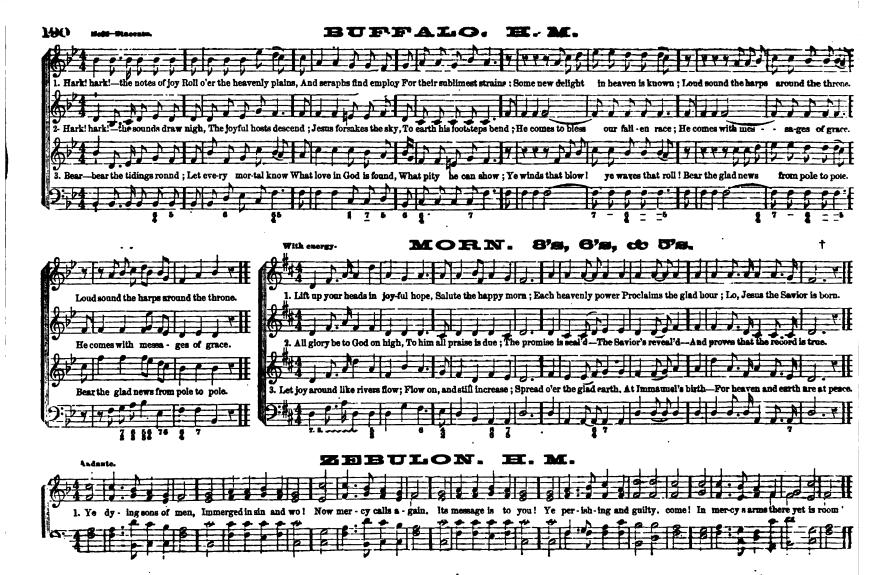




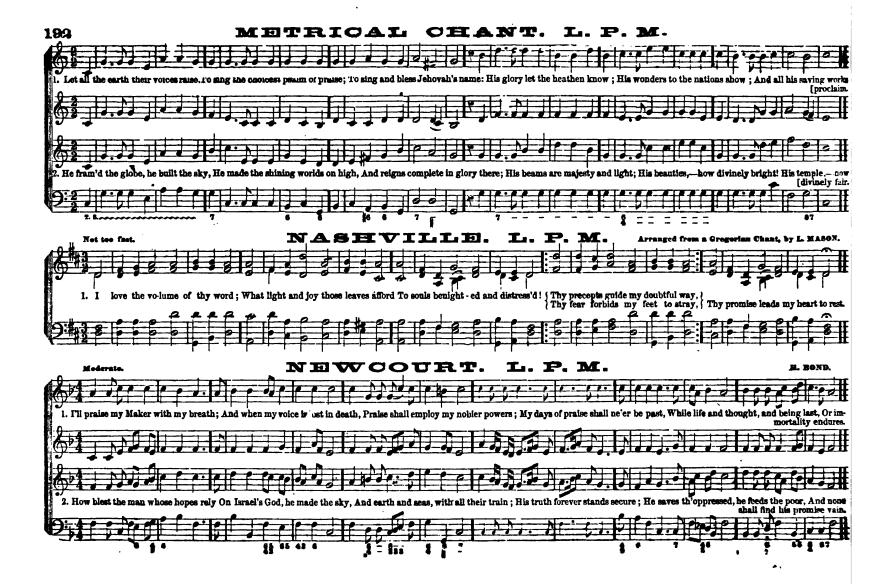










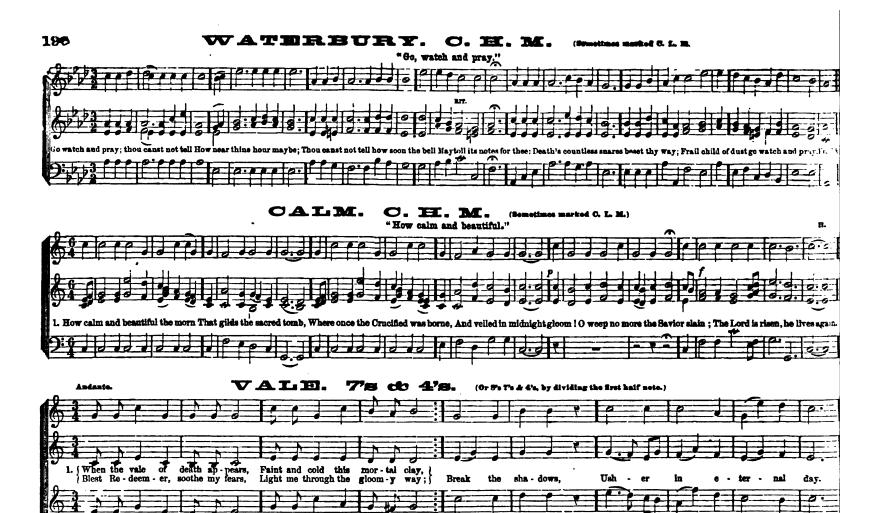




.* Semetimes marked L. C. M



































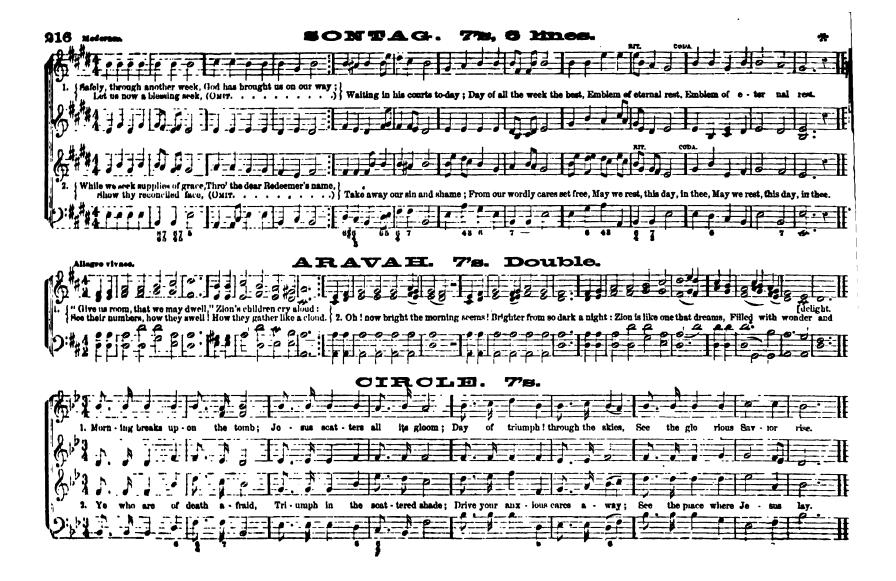










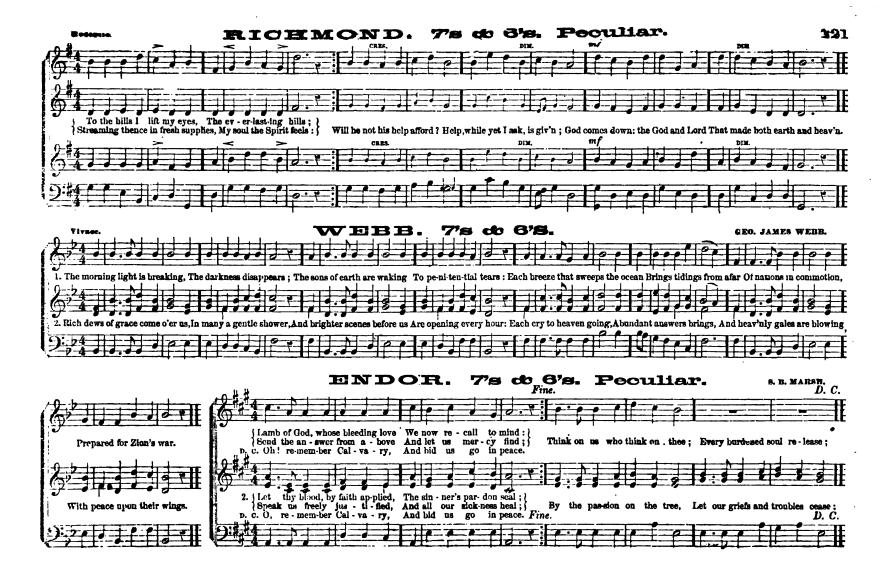








a dy-ing ta-per, O my soul why wish to









plain,

They call

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cient my

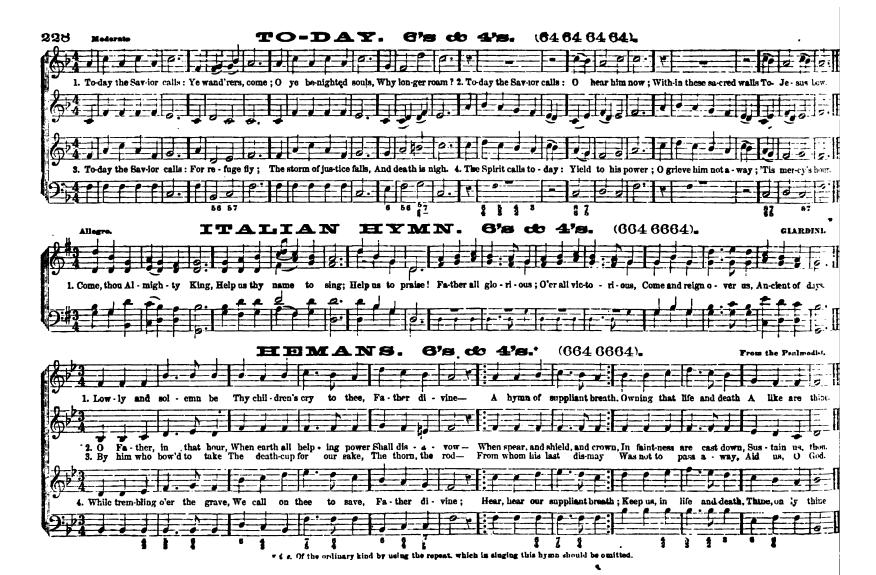
(15)

From many

SHAWM.

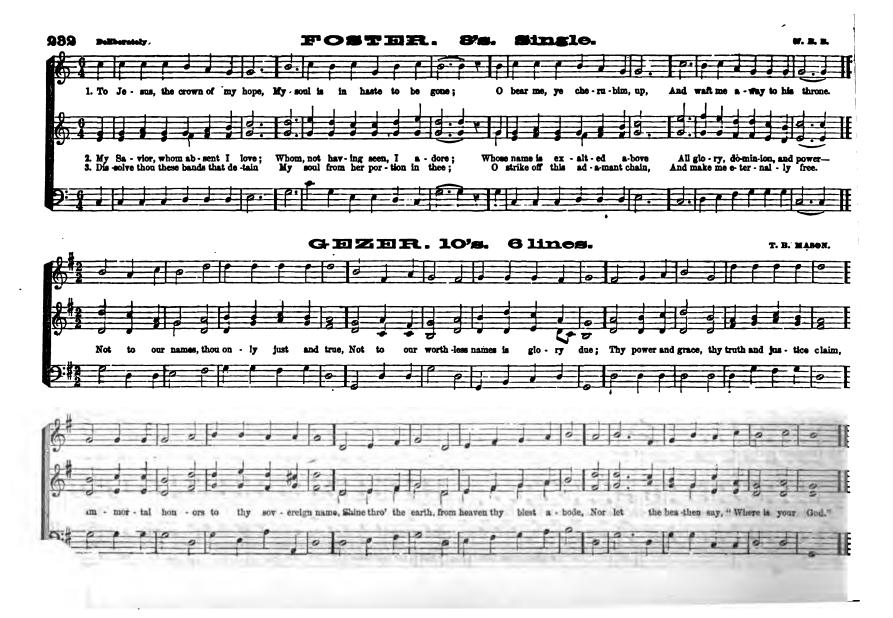






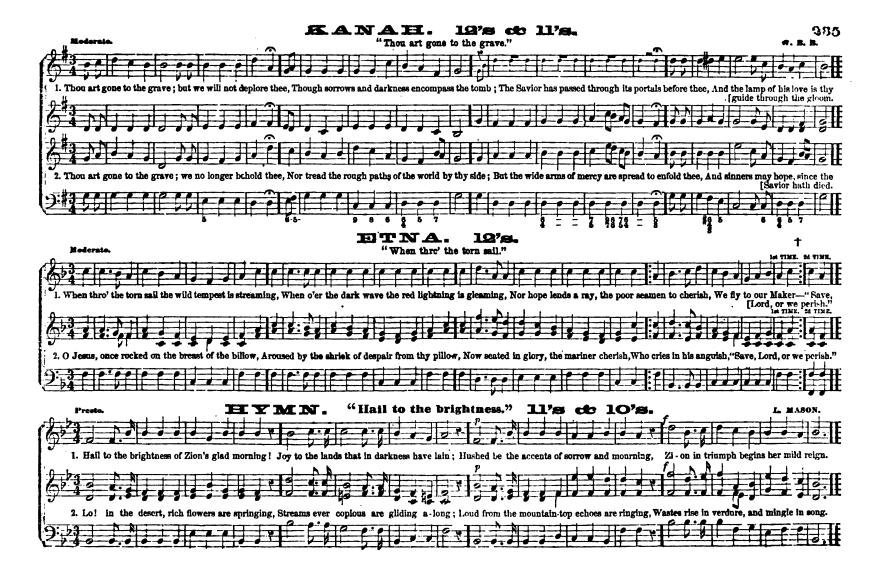




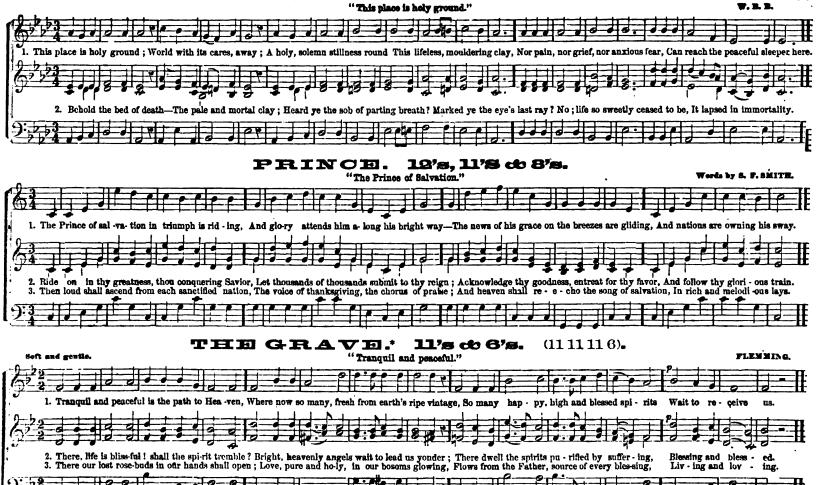






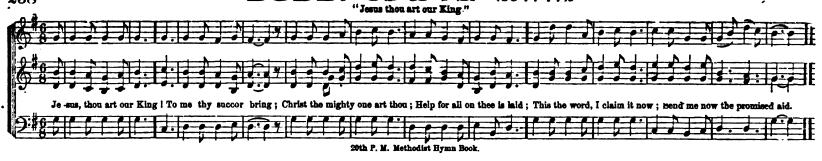


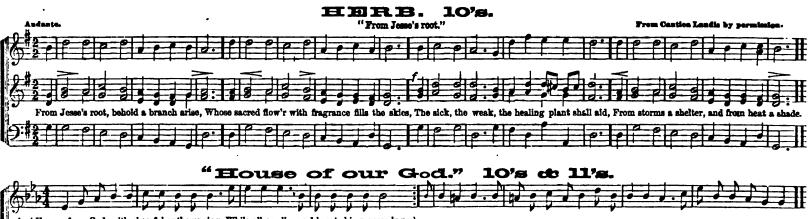




* Adapted also to the hymns: " Why should vain mortals," and " What solemn signal's that," etc







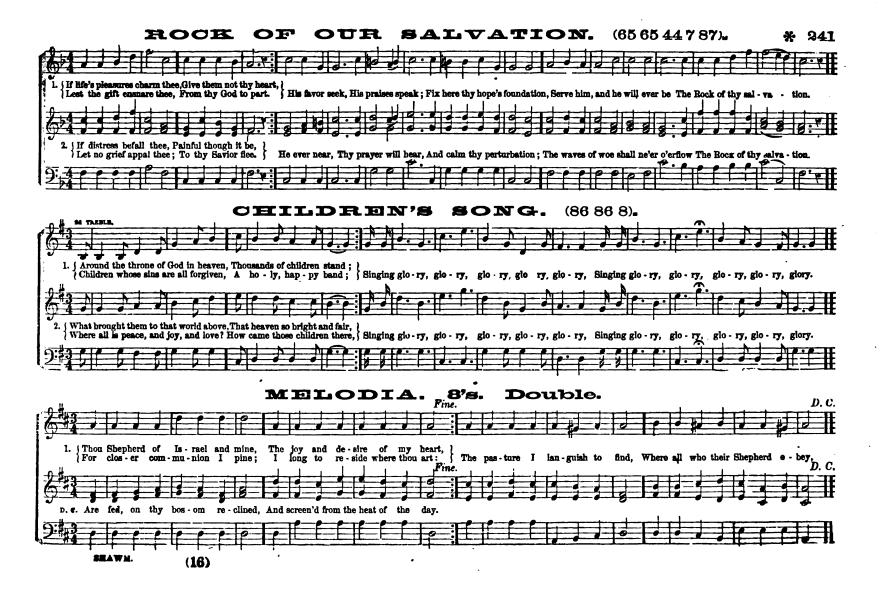
1. { House of our God, with cheerful anthems ring, While all our lips and hearts his graces sing ; }
} The opening year his graces shall proclaim, And all its days be vocal with his name; { The Lord is good, his mercy never ending; His blessings in perpetual showers descending.

2. {The heaven of heavens he with his bounty fills; Ye scraphs bright, on ever-blooming hills, } { His honors sound; you to whom good alone, Unnaingled, ever-growing has been known; { Through your immortal life, with love increasing, Proclaim your Maker's goodness-never ceasing.

3. Thou earth, enlightened by his rays divine, Pregnant with grass, and corn, and oil and wine. Crowned with his goodness, let thy nations meet, And lay their crowns at his paternal feet; With grateful love that liberal hand confessing, Which through each heart diffuses every blessing.















NOTE. Nothing, it seems to us. can be more appropriate for the opening or closing of Public Worship, for the Social Circle or Family Worship, than the Lord's Prayer, chanted or sung. As many will prefer it in the norm of a tune or set melody to the chant, we have composed the music above, with the single purpose of aiding in giving vocal expression to the prayer. The music is so simple, that a child can perform twith case; while to the devoit adult worshipper, it will not, we believe, be found devoid of interest. When preferred, the melody alone may be sung, or the melody and base.



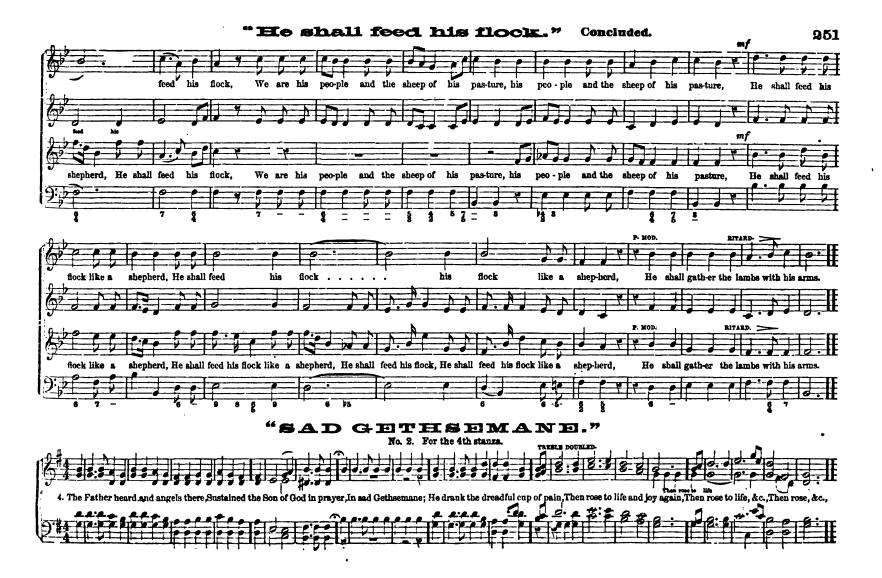


SENTENCE. "Lord of the Gospel Harvest."



* This hymn may be sung to any C. Mt. tame, by omitting the first note.

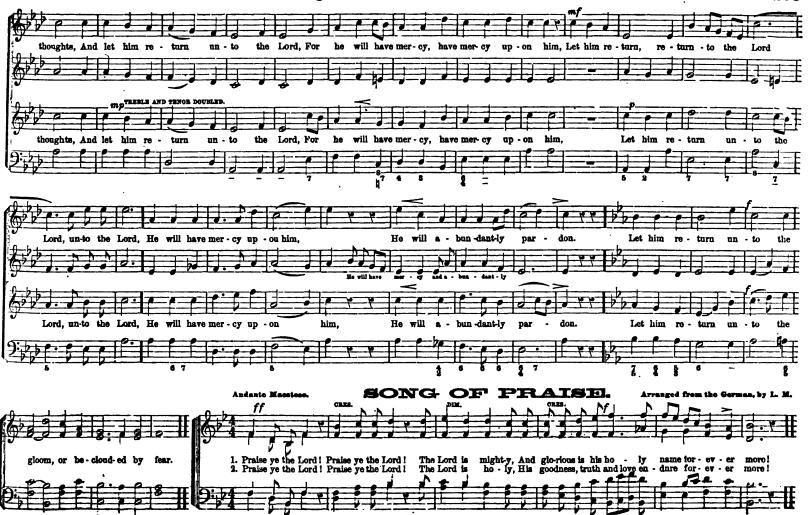






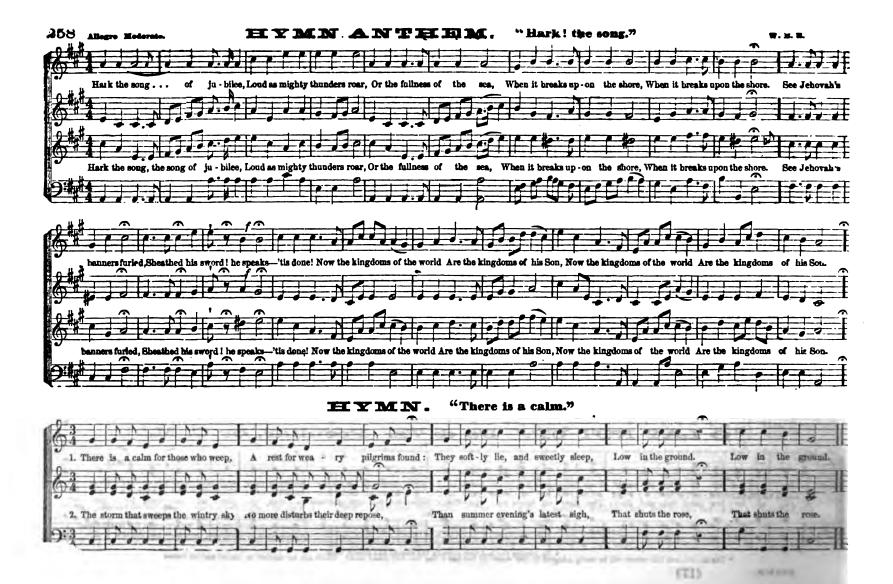




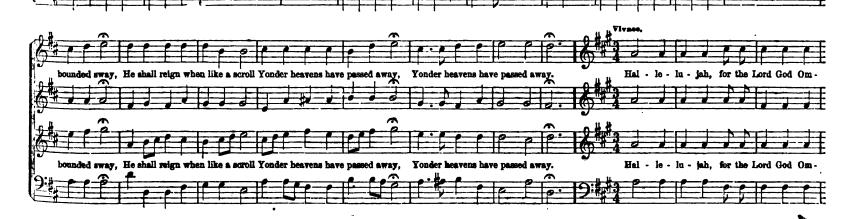








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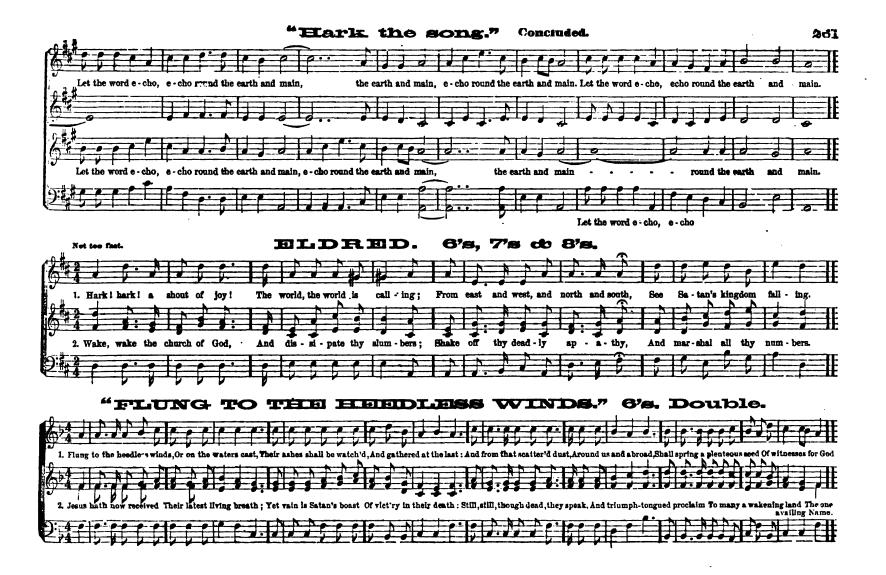
Peculiar, or C. M.*

4 By joining the last two notes in the second and fourth lines

1. O, hay not up up - on the earth Your hope, your joy, your trees - ure; Here sor - row clouds the pilgrim's path, And blights each open ing
2 Earth's joys, fike dew-drops, fade a - way; Like clouds its vi - sions van - ish;
3 All, all be - low must fade and die; The dear - est hopes we che - rish, Scenes touched with brightest ra - dian - cy, Are all de - creed to

"O LAY NOT UP." 8's do 7's.













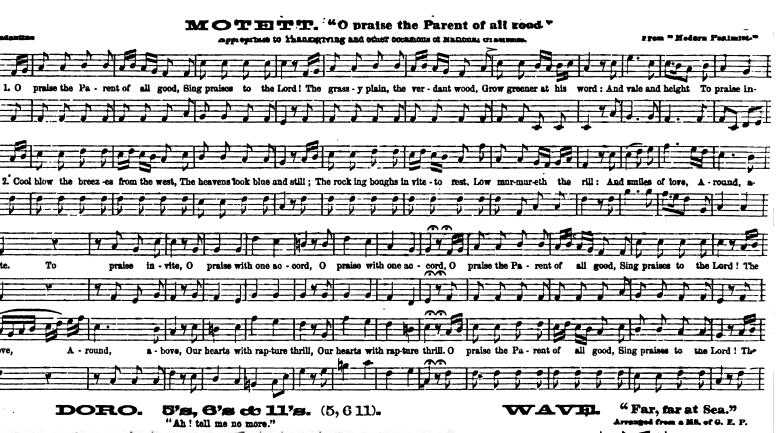
vite.

bove.

1. O praise the Pa - rent of

A - round.

DORO.



"Ah! tell me no more." 1. Ah! tell me no more Of the worldling's vain store, The time for such tri-flings with me now is o'er.

- 2. A re-gion is found Where true rich es a bound, And songs of sal va tion for ev er re sound.
- J. Then let us not stay In the tempter's dark way, But Iol low the Sa vior to man-sions of day.
- 1. Star of peace to wanderers wearry, Bright the beams that 2. Star of hope, gleam on the bill-low, Bless the soul that
- 3. Star of hope, when winds are mocking All his toil, he
- 4. Star Divine, O safe ly guide him, Bring the wanderer

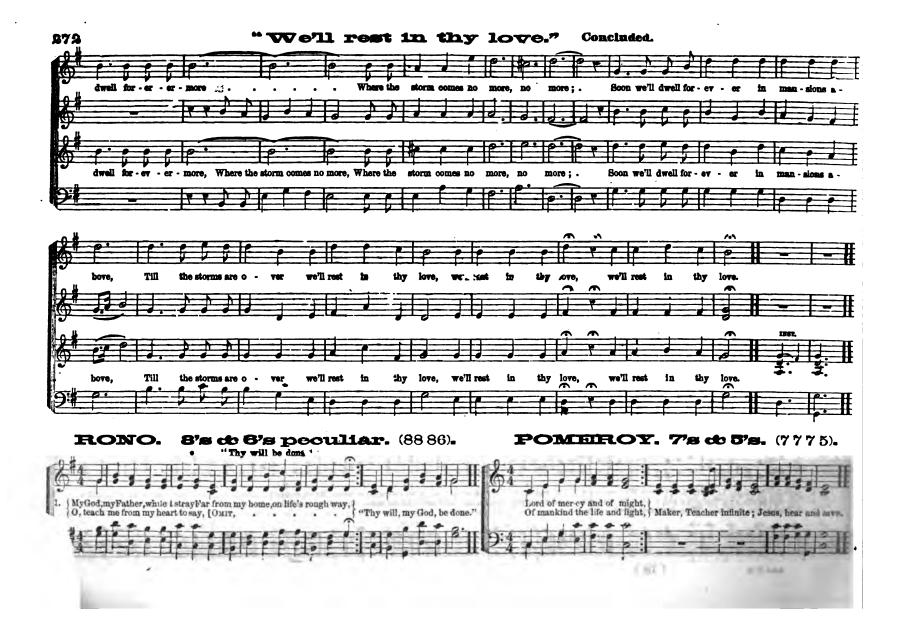












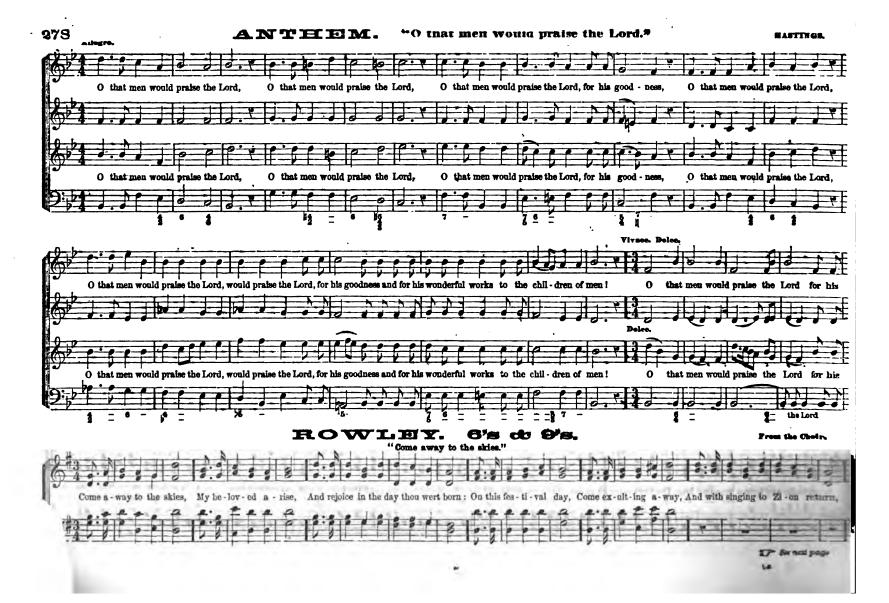
























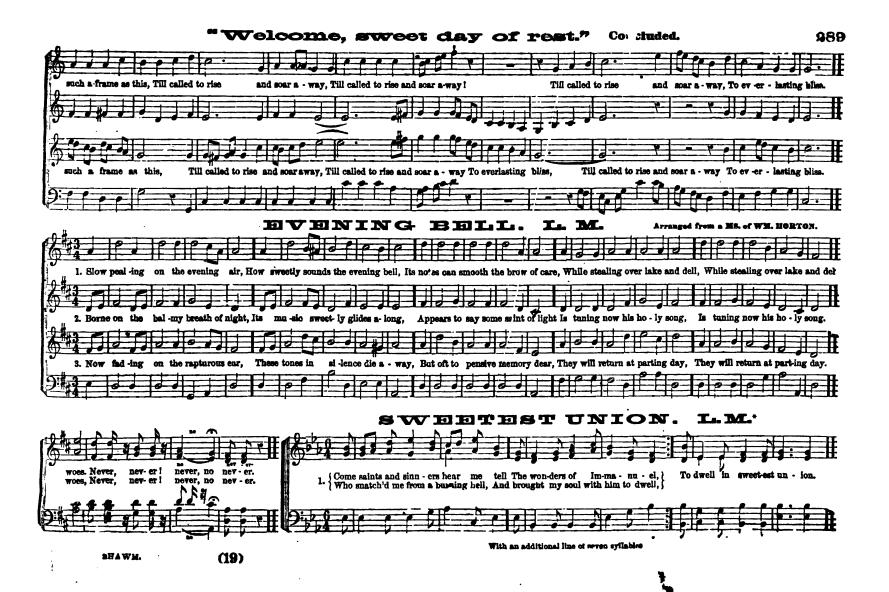










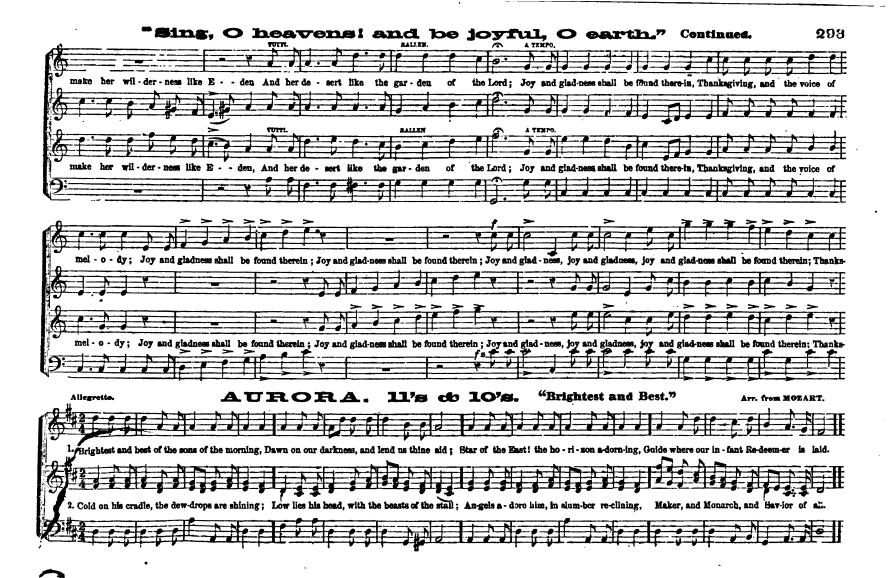






ANTHEM. "Sing, U heavens, and be joyful, O earth."







* For the same tune in L. M., see page 62





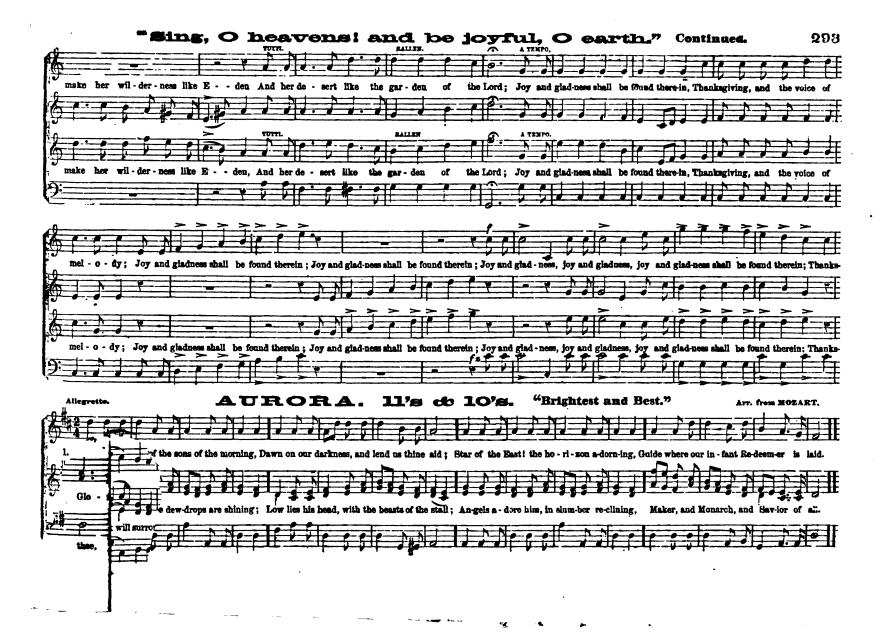
CAPTIVITY, as ll's.

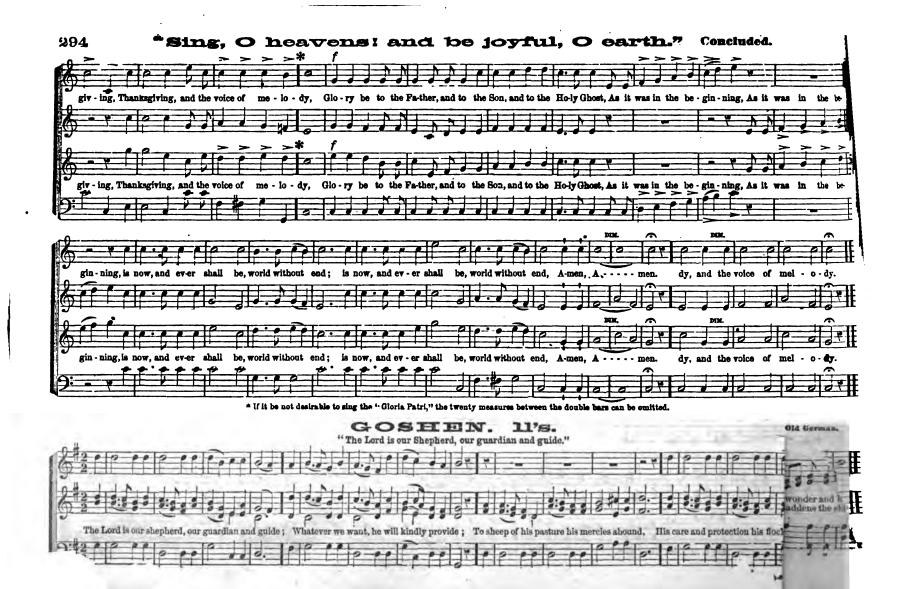
1. Come, saints, let us join in the praise of the Lamb. The theme most sublime of the angels above; They dwell with delight on the sound of his name, And gaze on his glories with wonder and low.

2. Come, saints, and adore him; come, how at his feet; Let grateful hosannas unceasing arise;

O, give him the glory and praise that are meet. And join the full chorus that gladdens the

. For the same tone in L. M., see page 62



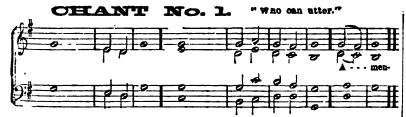






"I am weary of my sin."





SKLECTION 1. Pa. evi. Who can utter the mighty acts of the 3. Lord? Who can show forth | all his | praise? Blessed are they that keep judgment, And he that doeth | righteous- | ness at | all times.

Remember me. O Lord, with the favor That thou bearest unto thy people: O visit me with | thy sal- | vation. That I may see the good of thy chosen That I may rejoice in the gladness of thy nation.

That I may | glory. . with | thine inheritance.

Blessed he the Lord God of Israel, from everlasting to everlasting: And let all the people | may, A- | men. Praise ye the Lord-| Praise -- | ye the | Lord. |

SELECTION 2. Pa. li. 15-18.

O Lord, open thou my lips : And my mouth shall show | forth thy | praise. For thou desirest not encrifice, else would I give it,

Thou delightest | not in | burnt- | offering. The sacrifices of God are a broken spirit. A broken and a contrite heart, O God, thou wilt | not des- | pise. Do good in thy good pleasure unto Zion,

Build | thou the | walls .. of Je- | rusalem.

SKLECTION 3. Pa zlvi.

God is our refuge and strength, A very present | help in | trouble. Therefore we will not fear, though the earth be remoxed. And though the mountains be carried | into 8. In the midst of thee, O Jerusalem. the | midst . of the | sea.

Though the mountains shake with the swelling. . there | of. There is a river, the streams whereof shall make glad the city of God: The holy place of the tabernacle | of the | Most- High. God is in the midst of her, she shall not be

Though the waters thereof roar, and be trou-

God shall help her, and | that right | early. The heathen raged, the kingdoms were He uttered his | voice, the | earth- | melted.

The Lord of Hosts is with us: The God of Jacob | is our | refuge. The Lord of Hosts is with us:

The God of | Jacob | is our | refuge.

SELECTION 4. Pa cavi. 12-19.

What shall I render unto the Lord For all his | bene. .tits | toward me? I will take the cup of salvation, And | call up. . on the | name. . of the | Lord I will pay my yows unto the Lord

Now, in the presence of | all his | people. Precious in the sight of the Lord Is the | death of | his | saints,

O Lord, truly I am thy servant: I am thy servant, and the son of thy handmaid:

Thou hast | loosed..my | bonds. I will offer to thee the sacrifice of thanks-

And will | call up. . on the | name. . of the | | Lord.

I will pay my vows unto the Lord, Now, in the presence of | all his | people. In the courts of the Lord's house. Praise— | ye the | Lord.



RELECTION 5.

Desires for God's presence.

Wilt Thou not visit me? The plant beside me feels Thy | gentle | dew : Each blade of grass I see. From Thy deep earth its quickening | moisture |

Wilt thou not visit me?

Wilt Thou not visit me? Thy morning calls on me with | cheering | tone :

And every hill and tree Lend but one voice, the voice of | Thee a- | lone. Wilt thou not visit me?

Wilt thou not visit me? I need thy love, More than the flower, the dew, or | grass the |

Come, like Thy holy dove, And let me in Thy sight rejoice to | live a- | gain Wilt thou not visit me?

Yes! Thou wilt visit me: Nor plant, nor tree, Thine eye de | lights so | well.

As when from sin set free, Man's spirit comes with Thine in | peace to | dwell.

Yes, thou wilt visit me.



BELECTION 6.

Come unto me all we that labor and are heavy-laden and I will give you rest .- Matt. 11 : 28.

With tearful eyes I look around. Life seems a dark and | stormy | sea ; Yet. 'midst the gloom, I hear a sound, A heavenly | whisper, | Come to | me.'

It tells me of a place of rest-It tells me where my | soul may | flee : Oh! to the weary, faint, oppressed. How sweet the | bidding, | 'Come to | me." When nature shudders, loth to part From all I love, en- joy, and | see ; When a faint chill steals o'er my heart, A sweet voice | utters, | 'Come to | ma.

Come, for all else must fail and die, Earth is no resting | place for | thee: Heavenward direct thy weeping eve. I am thy | portion, | 'Come to | me.'

O voice of mercy! voice of love! In conflict, grief and | ago | ny, Support me, cheer me from above! And gently | whisper 14 Come to | me.







SELECTION 11.

What is your Life.

O. what is life?—'tis like a flower
That | blossoms and is | gone;
It flourishes its little hour,
With | all its beauty | 6n:
Death comes, and like a wintry day,
It cuts the lovely | flower a- | way.

O, what is life?—'tis like the bow That | glistens in the | sky: We love to see its colors glow:

But | while we look, they | die:
Life fails as soon:—to-day 'tis here;
To-morrow it may | disap- | pear.

.

Lord, what is life?—If spent with Thee, In | humble praise and | prayer, How long or short our life may be, We | feel no anxious | care: Though life depart, our joys shall last When life and all its | joys are | past.

Jawa Taylor.

HYMN CHANT No. 9.



SELECTION 19.

Hear, gracious God! my humble moan, To Thee I | breathe my | sighs; When will the mournful night be gone, ||: And when my | joya a- | rise !: ||

My God! Oh! could I make the claim,— My Father, | and my | Friend,— And call Thee mine, by every name, ||: On which | thy saints de | pend;—

By every name of power and love,
I would thy | grace en- | treat;
Nor should my humble hopes remove;
E: Nor leave thy | mercy- | seat.: #

Yet, though my soul in darkness mourns, Thy word is | all my | stay; Here I would rest till light returns;— ||: Thy presence | makes my | day. :||

٥,

Speak, Lord! and bid celestial peace Relieve my | aching | heart; 0h! smile and bid my sorrows cease, if And all the | gloom de | part.:

ĸ

Then shall my drooping spirit rise,
And bless the | heating | rays,
And change these deep, complaining sighs
||: To sorge of | sacred | praise.:||

CELANT N



SELECTION 13.

(Fret not thyself because of evil doers,

Neither be thou envious against the | workers. of in- | iquity.

For they shall soon be cut down like the grass,

And | wither..as the | green--- | herb.

(Trust in the Lord and do good,
3. So shalt thou dwell in the land, and verily
thou | shalt be | fed.

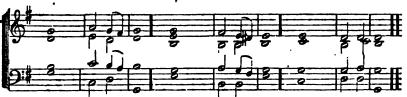
Delight thyself also in the Lord,
And he shall give thee the de-| sires of |
| thine—| heart.

Commit thy way unto the Lord;
Trust also in him, and he shall | bring it to |
| pass:

(And he shall bring forth thy righteousness
 as the light,
 (And thy | judgment | as the | noon-day.

7. { Cease from anger and formike wrath; 7. { Fret not thyself in any wise to | do— | evil.

CHANT No. 11. "Lead Thou me on." W. B. B.



N. B. Close by repeating "Lead Thou me on," to the first strain of chant.

SELECTION 14.

" Lead Thou me on."

1.

Send kindly light amid the encircling gloom,

And | lead me | on!

The night is dark, and I am far from home;

Lead | Thou me | on!

Keep Thon my feet; I do not ask to see

The distant scene; one step e- | nough for | me.

2.

I was not ever thus, nor prayed that Thou Shouldst | lead me | on ! I loved to choose and see my path; but now Lead | Thou me | on !

I loved day's dazzling light, and, spite of tears, Pride ruled my will: remember | not past | years.

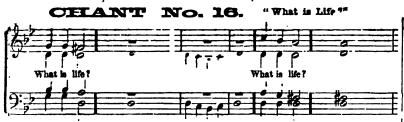
8.

So long Thy power hath blessed me, surely still
Twill | lead me | on!

Through dreary doubt, through pain and sorrow,

The | night is | gone,
And with the morn those angel faces smile
Which I haveloved long since, and | losts | while.
Lead | Thou me | os |







SELECTION 19.

1

What is life?
A rapid stream rolling | onward to the | ocean:
What is life?

A troubled dream, full of | incident and | motion: Such is life.

2.

What is life?
A varied tale, deeply moving, | quickly | told:
What is life?

A vision pale, vanishing | while we | behold: Such is life.

8,

What is life?

A smoke, a vapor, swiftly | mingling with the | air:

What is life?

A dying taper, the spark that | glows to disap | pear: Such is life.

4

Such is life:

A breath, a span, a moment, | quickly gone from | thee:

What is DRAYS

Oh! mortal man? thy | entrance on e- | ternity. | 2.

(To Chant No. 17.) SKLECTION 20. Isaial Ni. 7-10.

How beautiful upon the mountains
Are the feet of him that bringeth good tidings, that | publish-eth | peace;
That bringeth good tidings of good, that

2. | publisheth salvation; | That saith unto Zion, | Thy-| God-| refigneth.

Thy watchmen shall lift up the voice;
With the voice together | shall they | sing:

For they shall see eye to eye,
When the | Lord shall | bring s. gain | Zion.

5. | Break forth into joy, sing together, | Ye waste | places. of Je | rusalem! | For the Lord hath comforted his people, |

7. The Lord hath made bare his holy arm
7. In the eyes of | all the | nations;

8. And all the ends of the earth Shall see the sal- | va-tion | of our. .God.

GLORIA PATRI.

{ Glory be to the Father, and to the Son; And to the | Holy | Chost; As it was in the beginning, is now, and ever shall be, !

| World, .without | end. A- | men.



SELECTION 21. Descriptive Hymn.

Pealm xxiv.

Our Lord is risen from the dead,
Our Jesus has gone | up on | high;
The powers of hell are captive led,
Dragged to the | portais | of the sky.

There his triumphal chariot waits, And angels chant the | solemn | lay, 'Lift up your heads, ye heavenly gates? Ye ever- | lasting | doors give | way!

'Loose all your bars of massy light, And wide unfold th' e | thereal | seene; He claims these mansions as his right, Receive the | King of | glory | in.' SELECTION 22. Hortatory or Descriptive
DEPASSIONED UTTERANCE.

Padm cxivili.

1. Begin, my soul, th'exaited lay,
Let each enraptured thought obey,
And praise th' Al- | mighty's | name:
Lo! heaven, and earth, and eass, and skies,
In one melodious concert rise,
To | swell. th' in | spiring | theme.
Diside subsequent stances like the above.—See direc-

The Lord our God is clothed with mght,
 The winds o- | bey his | will;
 He speaks,—and in his heavenly height,
 The | rolling | sun stands | still.
 The some division in subcovern stanges.

CHANT No. 18.



SKLECTION 24.

The Bentitudes. Matt. v. 8-12.

[Blessed are the poor in spirit:

For | theirs.. is the | kingdom.. of | heaven.

Blessed are they that mourn:

For | they— | shall be | comforted.

| Blessed are the meek: | For | they..shall in | berit..the | earth. | Blessed are they who hunger and thirst | after righteousness:

(For | they... | shall be | filled. | Blessed are the merciful:

6. For | they . shall ob | tain | mercy.
6. For | they shall | see | God.

Blessed are the peace-makers:

For they shall be | called the | children..of | | God.

Blessed are they who are persecuted for righteousness' sake:

(For | theirs..is the | kingdom..of | heaven

Blessed are ye, when men shall revile you, and persecute you,

And shall say all manner of evil against you | falsely, | for my | sake.

Rejoice, and be exceeding glad, for great is your reward in heaven;

your reward in heaven;
Por so persecuted they the prophets...
which | were be | fore you. (Cosa.)



DANIEL:

OR THE

CAPTIVITY AND RESTORATION.

A Sacred Cantata in Chree Parts.

Words selected and propered by C. M. CADY, Req., assisted by Miss F. J. CROSBY. Music composed by GRO. F. ROOT and W. B. BRADBURY.

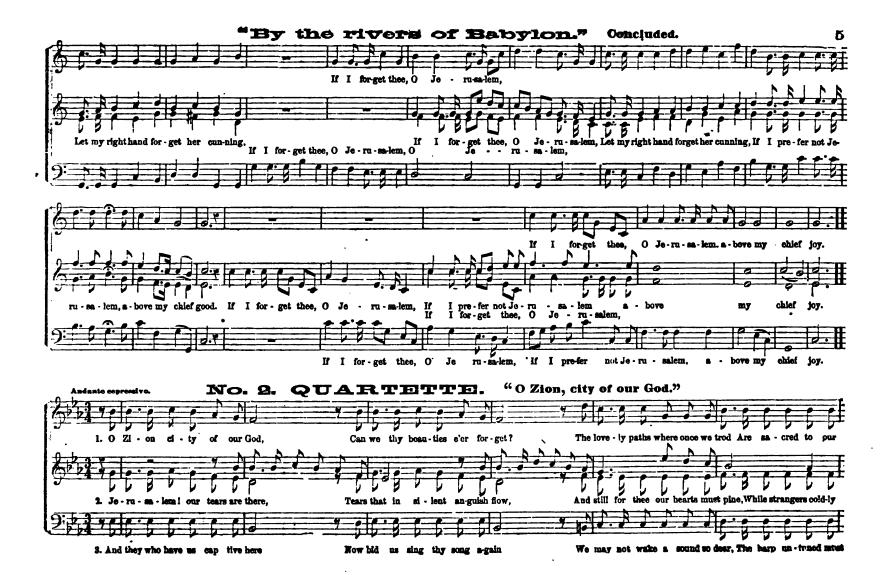
PERSONATIONS.

Queen, Soprano.	Solo Voice . Beritone.
SISTER OF AZARIAH, Mezzo Soprano.	. SECOND AND THIRD PRESIDENTS, Tenor or Barilons.
Azariah Tenor.	TRIO OF MALE VOICES.
Daniel Baritone.	TRIO OF FEMALE VOICES.
King Base.	CHORUS OF PRINCES.
HEBALD Tenor.	CHORUS OF ISRAELITES, ASSYRIANS, AND PERSIANS.

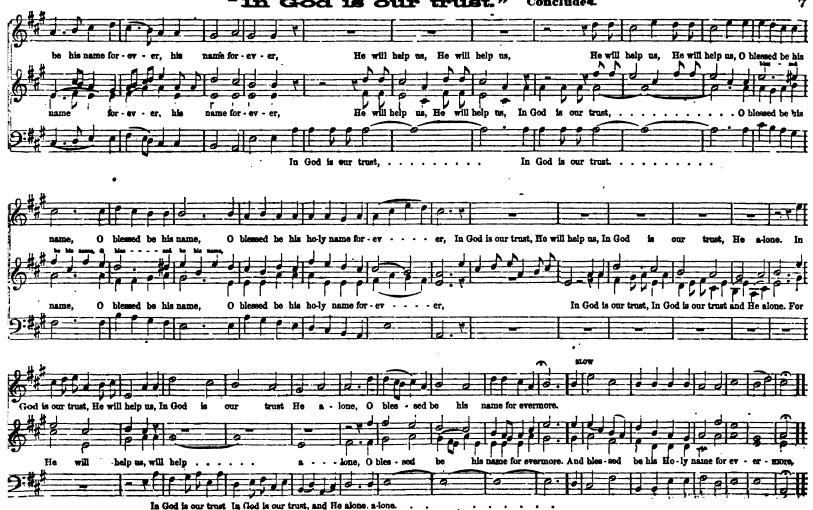
SCENE-Babylon. TIME-Extending through the Seventy Years' Captivity.













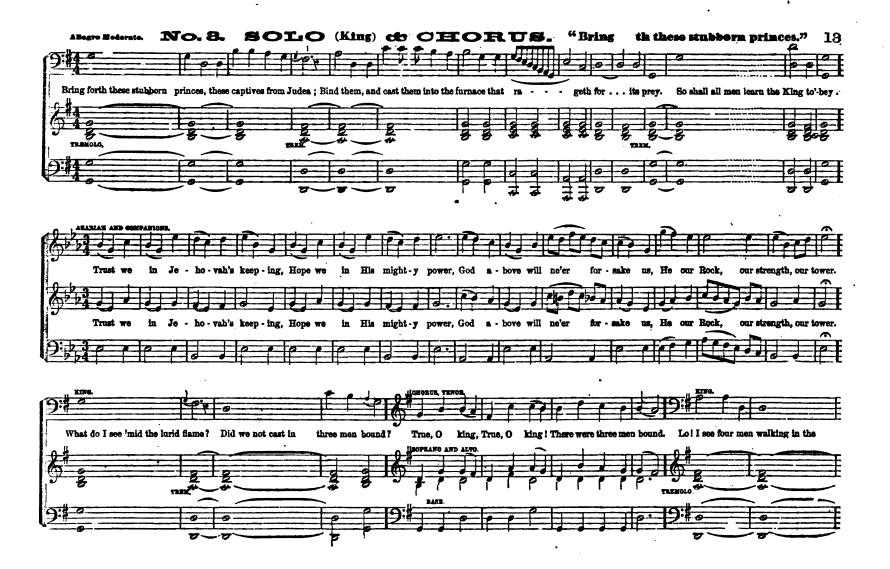


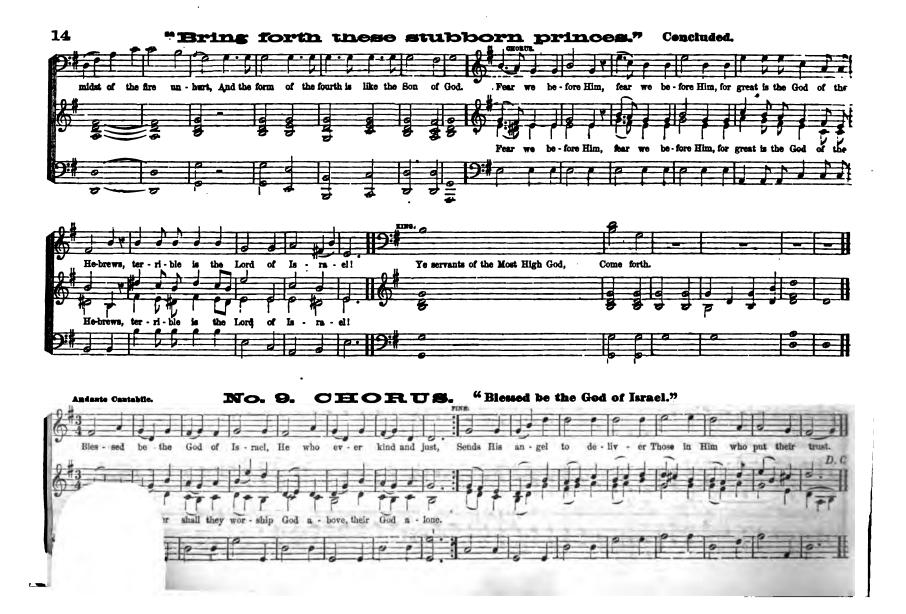












Sing -

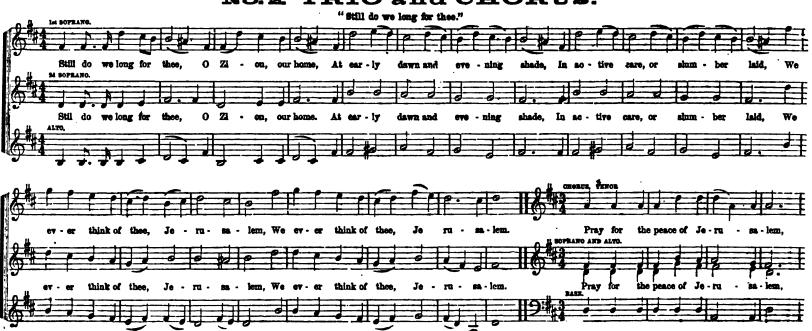








No.2 TRIO and CHORUS.











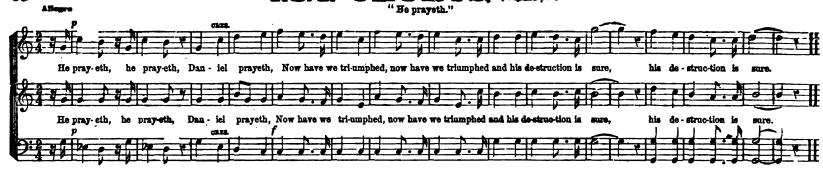
No.5. SOLOS, TRIO and OHORUS.

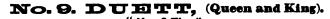


"No. 6. SOLO, (King). "According to your decires"



No. 8. OHORUS, (Prince)























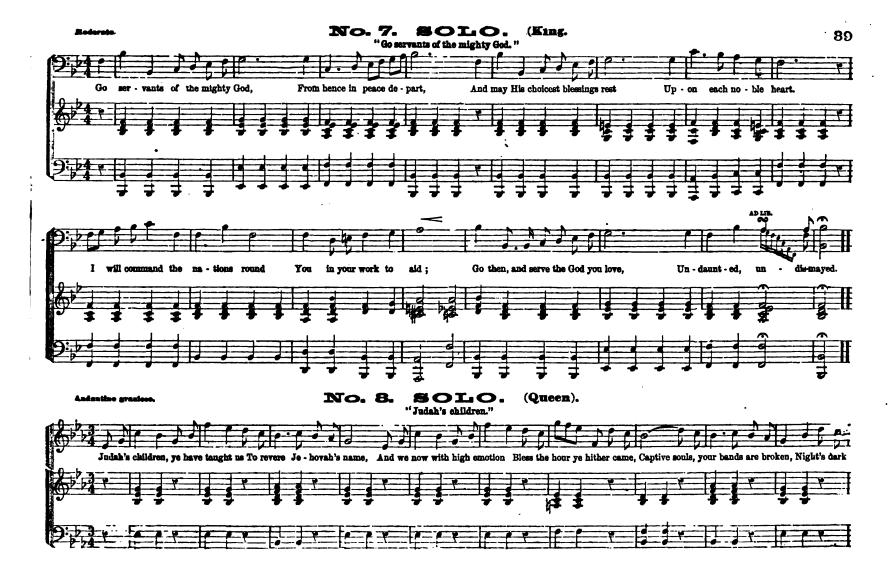






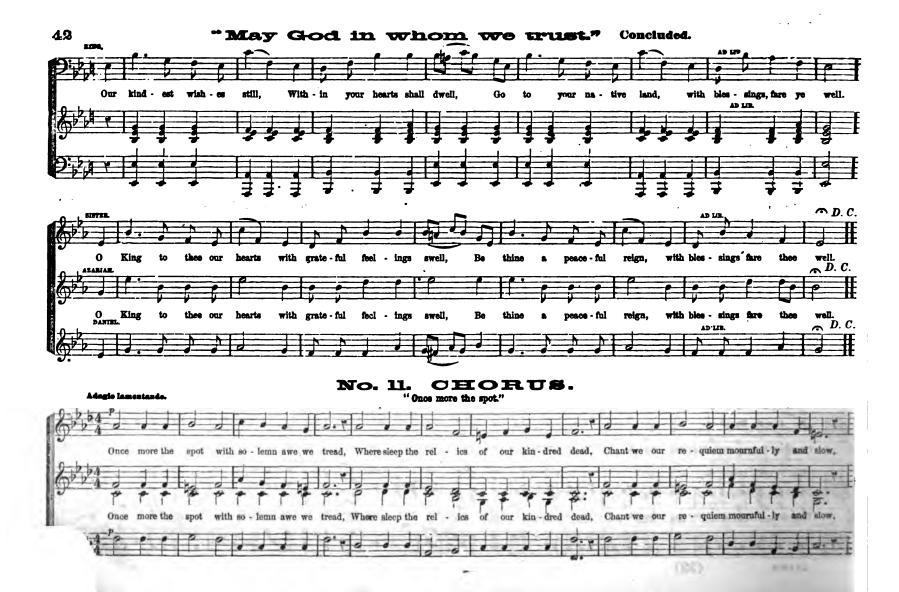
















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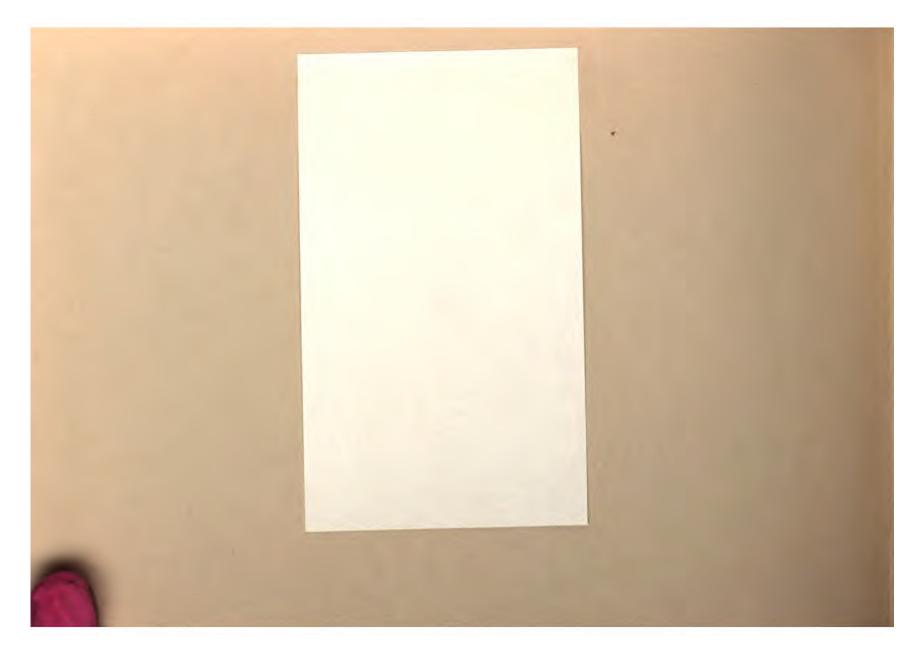
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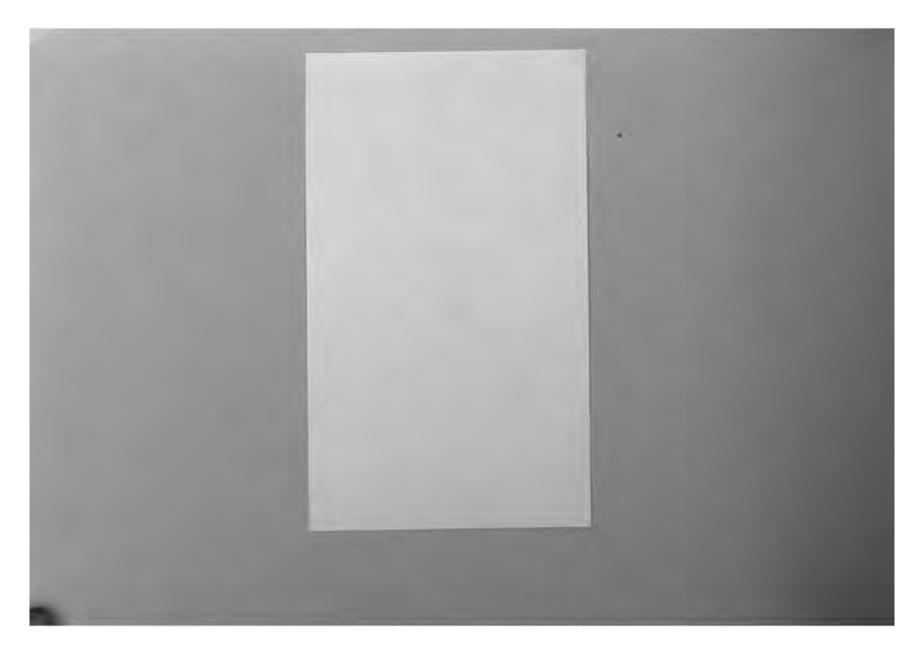
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